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ABSTRACT

This document reports the activities and impressions of 30 Swedish adult educators who exchanged ideas, experiences, and research results concerning adult education and learning at more than 20 conferences and seminars organized in the United States and Canada. The foreword briefly summarizes some impressions. (Among them are that adult education is more market-oriented in the United States than in Sweden, which has a more policy-oriented system; that Sweden may have more adults being educated per capita, whereas the United States and Canada may offer a wider variety of programs; and that Sweden may be more concerned with equality as it relates to adult education, whereas personal fulfillment may be a more common value in North America.) Part 1 of the document compares and contrasts the North American and Swedish systems, including such topics as study circles, study finance, outreach activities, workplace learning, public broadcasting, and adult learning, the status of research and development in adult education and the infrastructure of adult learning. Ten references are provided for Part 1. Part 2 contains a set of black and white photographs of the Swedish educators and of people and places they encountered during their visits to North America and Canada. Part 3 provides a smorgasbord of ideas, programs, notes, and references about the trip and the ideas exchanged there. (CML)

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Adult Learning, Work and Citizenship

Impressions and Reflections from the New Sweden '88 Adult Education Seminars in the USA and Canada October - November 1988

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Planning, Follow-up, Evaluation

Swedish National Board of Education

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[1] This section was written by Gabriella Hansson, CSN
[2] This section was written by Fred Fleisher, SEBC

Foreword

The New Sweden'88 Adult Education Exchange — An Experiential Journey

Four months have passed since a group of 30 Swedish adult educators traveled through the USA and Canada in order to exchange ideas, experiences and research results concerning adult education and learning in their different countries. More than 20 conferences and seminars were organized in Albany, Beacon, Berkeley, Boston, Detroit, Minneapolis, New York, Philadelphia, Stillwater, Tulsa and Washington in the USA and Banff, Toronto and Vancouver in Canada. Some observers might have asked themselves: "Why do the Swedes send 30 proponents of adult education to North America? Is it a modernized form of an old Viking crusade to conquer new territories in the land of adult education..." No, our mission was more friendly and peaceful, although it was part of the commemoration of the small Swedish Colony, New Sweden, settled in Delaware in the year 1638, a colony that we lost to Dutch interests and that later was taken by the British Crown.

It is not easy to summarize the impressions of 30 observers. Even though we come from what can seem to be a relatively homogeneous country, we are all different individuals with various personal images of the USA and Canada. Comparing adult education in different countries is not an easy task. It is not possible to characterize North American adult education in a few words and the same can, of course, be said about Europe, the Nordic countries or Sweden as such. More superficially, it might be possible to conclude that the USA is much more market-oriented in the field of adult learning than Sweden, which has a more policy-oriented system. It is also possible to state that "we Swedes" have more *volume* of adult education (per capita), while the USA and Canada can be said to have more *variety*. In Sweden we tend to be more occupied by the word *equality*, while *personal fulfillment* seems to be a more common value in North America.

If we turn to *organizational patterns*, many Swedes pay a lot of attention to what is currently happening at the workplace and also the development of *corporate classrooms*, the dynamic flexibility of the *community colleges* and the strong interest in some quarters in issues of *literacy and well-informed citizens*. Other fields of joint interests are new technologies of *distance studies*, the development of *public broadcasting* and the new meaning of *self-directed learning* in an information-oriented society.

This report will not provide any grand conclusions about trends in adult education in the USA and Canada. Its aim is simply to point at some observations and reflections that were made at our adult education exchange mission. Thus, it is part of a continuous dialogue between adult educators in our different countries. Our ambition as members of an "unofficial" college of comparative studies is not competition, but communication. I also think that we

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can learn more from our mistakes and unfulfilled challenges than from the successful ideal projects that are being carried out by a selected group of enthusiastic and dynamic individuals in the field of adult education.

So let us continue our transatlantic dialogue both on the great traditions of adult education and the everyday life of teachers and learners in various adult education settings.

Stockholm in March 1989

Kenneth Abrahamsson
Coordinator of the NS'88 Adult Education Exchange

P.S.

A number of individuals and friends of adult learning have contributed to our seminars. Thanks to all of you for your companionship and generous hospitality. Marna Feldt at SIS-New York contributed with her usual administrative efficiency and it helped a lot. If we Swedes had had one of Marna's ancestors defending the Swedish interests with the same involvement, we might have kept the colony far beyond the next century. Carrying that idea a little further we should declare this to be a free and independent learning society open both for self-directed learners as well as adults preferring to increase their knowledge in a more organized setting.

On behalf of the Swedish visitors I also want to thank all local organizers and contributors, especially Ross Corson in Minneapolis, Ruth Nickse in Boston, Norman Kurland in Albany, Anthony Henry Smith in Beacon, Henry Wasser and Barbara Heller in New York, Art Shy in Detroit, Morris Keeton in Philadelphia, David Stewart in Washington, Huey B. Long, Norman, K. Patricia Cross and Janet Ruyle in Berkeley, Bob Nolan in Stillwater, Kjell Rubenson and Joyce Stalker in Vancouver, Pat Langridge in Banff and Ian Morrison and Lynn E.Davie in Toronto. Finally, special thanks to Len Oliver, Washington D.C., Martin Trow, Berkeley and Maria Slowey from Newcastle Upon Tyne, U.K. for being so well-informed ambassadors of Swedish adult and higher education.

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Part I

A Transatlantic Dialogue — Content, Comparisons and Conclusions

1. One or 63 reports - Problems and Challenges in Comparing the USA, Canada and Sweden

— It is not possible to describe the USA and Canada in the same report!

— Yes, I understand. But then we have to take into consideration the various adult education patterns in all fifty states in the US!

— If so, you cannot forget that Canada is composed of ten provinces and two territories ...

— OK, that means that we need 62 reports. Why not start with the last one, a short summary!

(Short discussion between K A and Canadian participant at the Vancouver meeting.)

Comments on Cross-Cultural Issues

The quotation above is taken from a short discussion at one of the seminars in Vancouver. It is a good illustration of the comparative difficulties when looking at three countries that differ so much in respect to:

* political history and democratic structure
* geographic pattern and size
* traditions and values in the interplay between national interests, organizations, trade unions and the market
* educational systems and study-support systems
* health system, medical care and welfare policies
* media development and public broadcasting

What lessons could be learned from studies on the educational systems of other countries or visits to them in order to learn more about the way they work? The recently published *Encyclopedia of Comparative Education* (Postlethwaite, ed., 1988) gives many perspectives on these issues showing that a comparative mission can never result in simple yes-no answers. In 1900 Sir Michael Sadler wrote an article on: "How far can we learn anything of practical value from the study of foreign systems of education?" after a study visit to Germany. His conclusion was that one learned more about perspectives and values, but not specific methods. In a more modern comparative approach it is necessary

to develop some *educational indicators* to describe and compare the phenomenon which is to be studied.

The use of educational indicators raises a number conceptual and methodological problems. Firstly, it is necessary to find characteristics of society at large that influence the system of education. Political systems, cultural values, economy and geography are examples of such broader issues. Secondly, we have to find relevant indicators for describing the educational system and its function in relation to adult education and lifelong learning. Thirdly, there is an interesting comparative challenge in formulating and using relevant criteria for clarifying the different forms of adult education and self-directed learning.

From a descriptive viewpoint adult education and learning could be acessed as:

a) the level and social profile of participation in adult studies,

b) the structure of the provision of programs and courses by different institutions,

c) the learning settings for various groups of adults,

d) the educational and social background of adult teachers or instructors,

e) the practical result or utilization of knowledge and experience acquired through adult education and finally

f) the costs of adult education by adding together investments from the public sector, employers, the adult students themselves, etc.

Access to Higher Education as an Example

If we focus on access as a broadened social recruitment to post-compulsory education, we have to describe the composition and change of the *(adult) student population* at different levels. Starting with this ambition, the following questions might be relevant to answer for different countries:

a) What is the percentage of individuals with a background of higher education in the labor force today and what projections can be made for the forthcoming two decades? (In Sweden it is 15 % today and 21 % the year 2010).

b) What is the transition rate from upper secondary schools to higher education in different countries and what projections can be made for the coming two decades? (In Sweden it varies between 21 % and 33 % depending on assessment criteria).

c) What is the inflow of adult students from alternative access channels to

different programs and courses in higher education? In Sweden, there has been a strong decrease in the number of students admitted through specific access channels the last decade (fewer applicants through the work experience scheme,the "25:4 - students", fewer students through folkhigh schools and also fewer students with a foreign educational back ground). It is too early to conclude that the relative proportion of new entrants with this background has decreased. This is because they can have chosen prepare themselves better by taking advantage of the system of municipal adult education in addition to making use of their prior learning of a non-formal nature.

Furthermore, we have to match their educational background with a choice of programs or studies in higher education. In this case, it is more difficult to develop comprehensive indicators as one has to take into con sideration whether they are:

1) Degree programs or shorter courses

2) Credit or non-credit courses

3) Programs especially designed to meet the needs of various groups of adults (such as women, trade unionists, immigrants, etc.).

d) What is the relative proportion of "priority groups" in higher education in comparison to the population as a whole (women, immigrants/ethnic minorities, disabled, adults with short formal education, etc.) Also, which objectives should be set for the next century?

e) Which are the different forms of financial study assistance for adults in higher education and how is leave of absence for purposes of studying guaranteed in different countries?

Some characteristics of Sweden today

It is, of course, impossible to describe Sweden in just a few sentences. The three aspects below are only examples of what could be broader societal dimensions.

Homogeneous Country

Sweden is a rather homogeneous and politically stable country, with not more than 10 % of immigrants. All immigrants coming to Sweden are entitled to a specific language program in Swedish and their children are entitled to additional instruction in their home language in the schools. Policies and institutional support for immigrants and foreign students have in part different orientative aspects. One important human resource development problem is how to recognize and use prior learning and education of immigrants.

Low Unemployment Rate

Sweden has a very low level of unemployment, at present less than 2 % of the labor force as such. In fact, one of the new groups of temporarily unemployed will be teachers in some of our labor market training programs, which as a consequence of a low unemployment rate have lost many of their potential students. The present government has a strong dedication to a policy of full employment. As many Western countries, Sweden is facing a new demographic shift, sometimes labelled the "Age Shock". The shortage of young and well-educated labor will increase in the future, while the number of adults - both in the labor force and retired - will be growing rapidly. Projecting this change a decade further on, it is not surprising if we meet a strongly increased demand of higher education relating to adults.

Broad Provision of Adult Education

Sweden has a number of alternative routes for adult education that

a) might stimulate further studies at a higher education level

b) might satisfy needs of adult learning at another and sometimes more functionally relevant level than higher education. In general one could say that half the adult population will take part in some kind of adult studies during a single specific year. Of course, just a small group will attend full-time studies. Part-time programs are the most common form and the generally high level of participation is explained mainly by the amount of study circles and in-service training.

Comparing Policies and Practices

Any kind of analysis of what is happening in the field of adult education has to take these different broader societal factors into consideration. Furthermore, there tends to be very strong variations in the provision and development of adult education in different states in the USA or various provinces in Canada.

The lack of a nationally structured and policy-oriented system is, in fact, one of the main characteristics of North American adult education. The pluralistic and multi-faceted patterns of adult education stimulate a dynamic growth in some areas of the North American continent, but also contribute to a rather low level of adult education provision in other places. In Sweden, on the other hand, there is a relatively equal geographic distribution of adult learning options throughout the country.

Another seemingly contradictory pattern is that Sweden has a large sector of state subsidized popular adult education such as study circles and folk high schools (residential colleges for adults), while the level of non-formal adult education does not seem to be so high in the USA and Canada. One would expect another pattern, since both the USA and Canada are to a greater extent dependent on locally organized voluntary associations than Sweden. Or maybe this is just a problem of defining what adult learning is? I take for granted that

there is a lot of adult learning going on in different non-formal contexts in North America. It may be that the difference is just thequestion of how these activities are registered and assessed in numbers. In Sweden, it is necessary to report the number of study circles in order to get financial grants from the state.

If there is no public subsidizing of nonformal adult learning, there is little reason to report the number of learning activities to some public agency.

One more culturally determined issue is to what extent public interests should intervene in the private lives of citizens in order to stimulate them to embark on an adult learning project. Who should assess and define the need for adult learning and change for different individuals or groups? Is it a question of the free choice of the individual, or should it be done by adult educators, learners play a more important role in the Swedish system of adult education than in the USA and Canada.

Adult education is seen as one of many tools needed to build a welfare state. The basic right to the acquiring of knowledge and learning are important goals in Swedish public policy. Over the last two decades there has been a continuous discussion on how to counteract educational gaps in society. A stronger public inclination to achieve this goal should not be confused with the more important question of whether or not such a policy has been implemented in practice. From a Swedish viewpoint, we have much to learn from some of the very dynamic and enthusiastic experiments that have been developed in the USA and Canada with the purpose of reaching new learners. Otherwise, we run the risk of being so involved in a progressive policy, that we lose the spirit of educational actions and local developmental work!

Institutional Patterns

In 1987 we had the pleasure of having K. Patricia Cross as a contributor at an OECD-meeting on adult and higher learning in transition, held in Stockholm. Prior to the seminar, some of the participants visited different providers of Swedish adult education. At one folk high school I asked Pat: "What is the difference between a folk high school and a community college?" Her answer was short and very relevant; "Size...," she said. And it is very true. A folk high school could have just a little more than one hundred residential students while a community college will sometimes provide for more than 50.000 learners.

Another aspect of this "size-able" comparison is that either the City University of New York, CUNY, or the University of California has many more students and researchers than the whole Swedish system of higher education. Size is also related to survival. A multi-educational institution of adult and higher learning must have a strong administrative and academic leadership to meet the demands and challenges of an uncertain future.

Up to now, Swedish adult education has to a large extent been dependent on a formal, administrative, and sometimes impersonal leadership. Today, we pay much more attention to an increasing decentralization and management by objectives. Also in these respects, I take for granted that we will acquire good institutional benefits in learning from organizational development in the USA and Canada.

The study by Eurich on *Corporate Classrooms* has met a lot of interest in different educational quarters. The theme is indeed a challenging issue of comparative analysis. One of the most important federal decisions in the USA on adult education over the last years seems to be the bill on tax-reductions of employer-sponsored learning at the workplace. This policy could be compared with the policy adopted by the Swedish Riksdag in late 1984 on the so called renewal funds. The concept that led to this decision was that large industrial enterprises should set aside 10% of their extra profit for education, development and research between 1986 and 1990. Around one billion US dollars were collected as a result of that decision. It must also be mentioned that this initiative was not so well received by many employers, while the trade unions applauded it, at least in the beginning.

It is still too early to assess what has been the outcome of this decision in the Swedish Parliament. It is obvious, however, that renewal funds comprise just a minor part of the educational investments of the Swedish employers. One calculation by Statistics Sweden, showed that staff development programs and other forms of in-service training add up to a cost of three to four billion US $ each year, which is rather extensive in acountry with not more than five million persons in the work force.

Increasing Market Orientation in Sweden

In recent years, there have been increased opportunities for educational providers in Sweden to work with sponsored programs or customized training.Thus we are moving towards a more market-oriented pattern of adult education. Not surprisingly, there is a strongly increased interest in Sweden for various aspects of adult education and learning at the workplace. One field of interest has to do with new institutional patterns and networks between formal and non-formal adult education in the educational market. Another challenge relates to the notion of equal opportunity for workplace related learning. Who will be the winners and losers in this institutional change? What are the educational chances for immigrants, employees with short formal education, women and other neglected groups?

A growing interest in learning at the workplace also has to take into consideration the pedagogics as such and the learning context in a broader sense. Will all this learning take place during paid working hours or do the employees have to contribute from their personal time? If so, to what extent? What is the relationship between the work organization with its inbuilt qualification structure and the learning options as such? To what extent can we realize the vision of *learning organizations* and at the same time keep the notion of *equal opportunity*?

New Questions and Old Answers?

There are not many conclusions to be made in these introductory remarks. The number of questions exceeds the number of of answers. One explanation for this increased confusion (may be at a higher level!) is that the boundaries between different values and forms of adult and higher education tend to be more mixed and more open than before. There is no more a clear distinction

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between adult and higher education. The North American notion of the community college tends to include educational programs that could be found both in higher education and at folk high schools and also municipal adult education in Sweden. Some corporate classrooms have instruction at level of higher education and another new trend is that we can find distance education programs as a part of corporate training. They are designed not to overcome geographic barriers or time-barriers, but instead to use an old method in a new context, namely a computer-based work environment.

Furthermore, it is sometimes difficult to draw a distinct line between liberal education and civic growth on the one hand and occupational upgrading on the other. Instead, we tend to move toward a more generic notion of knowledge and competence in which one needs basic communicative skills, conceptual understanding and model thinking together with specific acquaintance with certain work environments and production techniques.

One of the common ideas in the Swedish system of education is that the individual needs a broader and more generic kind of knowledge, that makes him or her more competent both as an active citizen and productive employee. Another distinction that will become more blurred is the traditional "social stepladder" between white- and blue-collar workers. With the help of new technology the worker tends to expand his territory into the traditional domains of clerks, administrative personnel and management.

Towards Policies for a Learning Society?

The notion of the *learning society* was discussed at many places during our traveling seminars. To illuminate and describe the structure and content of the learning society seems to be one of the most important missions in the years to come. What will be the division of roles between formal and non-formal education in a learning society? What is the place for *self-directed learning* in that context? To what extent should we develop educational strategies of a *compensatory nature* in order to increase learning options and chances of advancement for neglected citizens with no or very limited positive learning experiences?

Within the field of public policies, there is a whole set of tools that have to be discussed and also used in order to increase the mainstream and the alternative ways of adult education and learning. Examples of such *study-support systems* are legislation governing educational leave of absence, day-care for pre-school children, the availability of local study centers, the broad provision of personal computers and video equipment, etc.

One of the ideas of the notion of the learning society is that it favors the needs and interests of the learner and not the survival of the institutions. Still, it is not necessary or a logical consequence that all initiatives and incentives have to be placed into the "unseen hand" of the market, i.e. being solved by market mechanisms or by decisions taken by employers. There is still much room for public policy within the notion of a *learning society*. And there is also a strong need to develop *indicators of performance* to describe and evaluate policies supporting the idea of the learning society.

2. In Search for a Map of the Learning Society — Some Facets of Adult Learning and Development

Our traveling seminar covered 14 cities in the USA and Canada. In that respect we become rather well acquainted with some parts of the geography of North America. I am more uncertain, however, if we will succeed in drawing a map of the learning society. In this chapter, we have collected some observations, that might help us to find the various dimensions of such a map. Looking at the geography of adult learning, it still more is a question of where to search, than arriving at clear and well-structured answers to a lot of questions. Short comments will be presented on seven different issues:

* study circles, popular movements and democracy
* outreach activities for neglected groups
* study finance and educational leave of absence
* adult learning at the workplace
* public broadcasting and new media
* adults in higher education
* the status of research and developmental work in adult education

General theme for the NS'88 Adult Education Exchange

The ideas and content of the traveling seminar on adult education in Sweden, the USA and Canada concern the opportunities for educational advancement within the adult population, the social and civic effects of these opportunities as well as the importance of an increasing level of education for the development of industrial life and growth of society.

The importance of the role of adult education within social change can be summarized in the main theme: *"Seminars on Adult Education Equality and Industrial Progress in Sweden, the USA and Canada"*

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The "Swedish model" comprises an active interplay between industrial development, the road towards the welfare state and the need for social renewal. Educational reforms both at compulsory and post-compulsory level have played an important part in this development. Adult education has a number of functions in this context such as providing a wide range of learning opportunities as well as a stock of general knowledge and experience. As a consequence, an increasingly higher level of education within the general population must go hand in hand with both specialization and professionalization. In addition it has to be mentioned that Sweden has a very low rate of unemployment, which to some extent could be explained by an active labor market policy and specific stress on retraining and upgrading the work force.

In the United States and Canada it is not possible to talk about a national model or a general governmental policy on adult education since the responsibilities for adult education and development will be expressed at the state level or within the provinces. Thus, it is more difficult and sometimes impossible to find examples where adult education has acquired a respectable place in public policy.

Study circles, popular movements and democracy

The role of adult and popular education in the building of society from Oscar Olsson, sometimes called "the founder of the "Swedish study circle" to Olof Palme, who once described Sweden as a "study circle democracy", served as the basis for three seminars. Popular adult education plays a more important part in the building of society than is first supposed. The wide range of adult education is of special interest. Study circles offer a form of education with methodological simplicity where large areas of the population can take part.

If we go deeper into the Swedish tradition of popular adult education, it is also necessary to analyze the societal and democratic function of the Swedish folk high school (residential colleges for adults). And if we trace the idea of the study circle back in history, it is not certain that it is a Swedish "invention", although it has grown and expanded in the Swedish political climate. There is also evidence of an educational origin in the USA towards the end of last century. Why has it been possible to get governmental grants to support study circles in Sweden, but not in the USA or Canada? To what extent can participatory research and civic actions be regarded as one form of study circles?

A number of interesting issues were treated at the seminars on study circles. In Minneapolis, the Swedish adult educators were informed about the National Issues Forum, N.I.F., which seems to be one of the most challenging adult education projects on citizen knowledge and civic participation since the Canadian "People Talking Back-Experiment" from the 70s. The Minnesota-experience has really been documented in an exemplary way. Parts of the seminar were recorded and also shown by a local cable network. The whole seminar has been documented in an excellent way by Ross Corson from the

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Metronet in Minneapolis and also a local N.I.F. activist.

Study circles as a part of worker education played an important role at the CUNY-seminar and in Albany the Study Circle Consortium tested new areas for using this informal method of adult learning, namely by creating a better dialogue between schools, parents and the local community. It is quite obvious, that Len Oliver's book *To Understand is to Act - Study Circles* has played a crucial role in supporting the concept of the study circle.

The seminars also referred to American social psychological research on the importance of small groups for the effect a group has on the individual. Another field of interest was the role of self-education within popular movements and the idea of self-directed learning for adults. Two examples of this orientation was represented in the New Sweden'88 adult education project, namely Rolland Paulston's essay on popular movements and non-formal learning at the CUNY-seminar and Gordon Selmans interesting exploration of non-formal networks of adult learning in Canada with special reference to British Columbia.

Outreach Activities for Neglected Adult Learners

In each country, there are millions of adults who due to geographical, social, economical and cultural barriers, have not been able to complete their studies at a young age. In addition to these groups, there are immigrants, who are often even more neglected from an educational point of view. One of the most challenging and important tasks of adult education is to compensate neglected learners. Open door-policies and a friendly learning climate are not enough to satisfy these goals. It is also necessary with active recruitment initiatives and outreach activities of a different kind.

The Swedish educational reforms of the seventies concerning financial aid to adult and working students and the right to leave of absence are important aspects. The right to leave of absence for studies also applies to union stewards and representatives (See laws concerning rights of union representatives, the Co-determination Act and questions concerning working environment). Reforms within the field of adult education can therefore be seen partly as a result of social welfare policies and partly as the creation of educational possibilities at several different levels for active members of the trade union movement. A dynamic adult education policy is also a prerequisite for innovations in the labor market and in working life. In the long run all jobs should be structured so that they also have an inherent function of learning. By learning on his own an employee can become more prone to continue studying by taking advantage of different educational opportunities.

Functional illiteracy is in itself a much discussed concept, but can also serve as a starting point for a discussion on what basic skills and knowledge of social studies a person needs in order to be able to compete with others in a modern society. Here there is not only the question of a conflict between the written

word and that which is often the dramatic and fleetingimage of the mass media. There is also the interesting phenomenon of modern computer-influenced language making headway in everyday life. Immigrants in Sweden make up one of the more sizeable groups who receive basic education, but there are other groups of people who are also given priority.

Policies and practices concerning neglected learners were treated at different seminars. In Boston the focus was on staff-development programs for teachers in basic adult education. At the A.A.A.C.E. conference in Tulsa, much attention was paid to issues of literacy for civic issues and at the workplace. An interesting question is why literacy policies tend to be a so hot issue both in the USA and Canada. One answer, of course, lies in the increasing cultural mix and confrontation between different ethnic interests. Thus, language is not just technical communication and understanding. It is also, and to a larger extent, an issue of identity and survival.

In recent years, survival has also acquired a growing economic connotation. Workplace literacy and computer literacy will more and more be a necessary although not sufficient requirement for successful industrial development. The Canadian initiatives seem to be highly relevant for most Western countries. I am not only thinking of the fact that the government recently decided to invest more than 100 million Canadian dollars in endeavors for literacy, but also that adult educators and researchers in different quarters have been so deeply involved in the further development of this important mission. In addition to this, we can mention the reorientation of Frontier College in Toronto from civic participation and citizen learning to literacy at the workplace.

Swedish ventures in making adult education attainable to adults with functional disabilities are also interesting from an international point of view. It is not only a matter of making education available to these people, even if that fact in itself is of the utmost importance. It is also a matter of creating a spirit of community and making it an intrinsic part of their studies, thereby opening doors to new experiences and knowledge. Even here technology can also create new possibilities, but it can also create new problems.

It was fascinating to see how Douglas College just outside Vancouver had almost the same program for the use of computers as a communicative tool for multi-handicapped adults. Another stimulating experience was seeing the active involvement of Stephen Duguid and other research fellows at the Simon Fraser University in British Columbia in using liberal education and humanistic perspectives in adult education for prisoners.

Study Finance in the USA[1]

The United States has the most diversified and open system of education in the world. This applies to education at all levels, but the availability of education and the differences in way it is organized also create many problems. Within the sphere of higher education there are as many as 3300 educational institutions with a total of 10 million students. Furthermore around 3 million

students attend 1800 different private colleges and universities. Many of these institutions, both public and private, enroll students that would never be accepted for studies in Europe. Quite a few of these students are also unsuccessful.

A total of 125 billion dollars (SEK 781 billion) are spent on financial grants and support at a post-secondary level. 10 billion of these dollars go to research and development. 24 billion (SEK 153 billion) are used for financial study assistance.

Study assistance in general can be of many different types, financed partly by federal allocations, partly from state subsidies and partly by private foundations and the schools themselves. Each different system has its own set of rules and administrative procedure. Federal allocations (grants and loans) account for 75% of the total volume of financial assistance. Schools account for 19% and state subsidies for 6%.

Study Assistance to College and University Students
(Figures expressed in billions)

	1981/82			1987/88		
	Dollars	%	Kronor	Dollars	%	Kronor
Federal grants	7.0	38	43.0	6.0	25	37.0
State grants, institutions, etc.	3.2	18	20.0	6.1	24	38.0
Federal loans	8.0	44	50.0	12.4	51	78.0
Total	18.2		113.0	24.5		153.0

The four most important types of loans are: Guaranteed Student Loans (GSL), Supplemental Loans for Students (SLS), Parent Loans for Undergraduate Students (PLUS) and Perkin's Loans. The three first types are federally insured bank loans that differ from each other as far as interest rates, assessment of need and terms of repayment are concerned. Perkin's Loans, which are financed by means of a federal government foundation, are low-interest loans only given to students from families with lesser means.

Pell Grants are the most extensive type of federal grants. These can be given to students who come from low-income families. Congress determines the size of the grants each year. Another federal grant are the Federal Supplemental Opportunity Grants (SEOG) which are administered by the schools themselves

and which are given in proportion to the total cost of education. These grants can give students from low-income families certain opportunities to choose more costly forms of education.

All states have their own systems of grants and subsidies which differ widely as far as size and stipulations are concerned. Schools themselves also give scholarships which are financed by means of contributions, special funds and endowments.

The Active Role of Parents

In the United States it is assumed that parents bear the prime financial responsibility for their children's education, at least until they move away from home. When considering an application for financial assistance both the size of the family and its total financial situation are of importance. When the sum total of family income is the equivalent of 150 000 Swedish kronor or above it is taken for granted that the family will defray part of the costs of education. These obligations increase in proportion to income. For families with an equivalent income of more than 400,000 - 500,000 Swedish kronor the possibility of receiving financial assistance is practically nil, even in cases where costs of education are extremely high. These rules and principles can be the cause of great financial strains for many families who have to rethink their financial priorities. Many parents also run into debt.

Students themselves are also expected to contribute to their own costs and upkeep. The majority of all students work part time, especially those who are older.

If the costs of education are not paid in whole by the parents, a school will help the family arrive at a financial planning package before making a decision whether or not to admit a student for studies. First a reasonable overview of costs is arrived at. Then various means of support are considered in the following order: a) federal grants, b) parental support, c) the student's own income, d) possible loans and finally e) possible need of a scholarship from the school itself.

Study Assistance to Adults is Insufficient

As far as traditional adult education below that of college or university level is concerned there is a high rate of activity and participation at a city and local level. The general attitude is that it is never too late for a second chance.

However the difficulties involved are great. At public schools students do not have to pay any course fees. A student's main financial problem is that of living expenses. Any assistance involved will most often come from the schools themselves or companies if a student is gainfully employed. For those who must make their own living they have a choice of either going to school in the evenings or during the weekends, or as some schools recommend: "Skip lunch - take a course instead". Organizations and schools complain of the lack of federal involvement. Someone has said: "We've got the good teachers during the day and the good students during the evening."

In the course of our discussions while in the United States it became quite clear that the U.S. has a long way to go on when it comes to study assistance to adults. We had ample opportunity to relate the fact that Sweden has come further in that respect.

Study assistance is a matter for heated discussion in the United States. The costs of education increase much more than the rate of inflation. The possibility of financial support from family and parents is on the decline. Family incomes are not increasing at the same rate as the cost of living. There is a substantial opinion for increasing support via tax relief to families with students involved in studies. The number of adult students is increasing. Many do not wish to be supported by their parents either. The rising number of study debts is a subject of increasing debate along with the reduced recruitment of students from low-income groups to higher education.

During the last week of our trip to the United States I left the Swedish group in Tulsa and went back to Washington where the college board was holding a large conference with more than 2000 participants. Many interesting questions concerning education and the 21st century were discussed at the various sessions and seminars. I took part in a session that had as its theme: Financial Study Assistance in an International Perspective. The session was led by the chancellor of New York State universities, Bruce Johnstone. The situation in the United States being the way it is there is a distinct interest in hearing how other countries have solved their problems in this area. I had the pleasure of telling my audience about the important changes in financial aid to students that will take place in Sweden in 1989. The Swedish system has always aroused interest in other parts of the world, among other reasons for its simple overall construction, the element of security when repaying ones loans, etc. Now when other countries are increasingly making use of loans, our experiences will be of great importance.

Adult Learning at the Workplace

The workplace is now taking on the role as one of the frontier posts in a learning society. A new vocabulary being formed in traditional handbooks of adult education. Concepts like *corporate classrooms, experiential learning, cooperative education, learning organizations, etc.* are replacing ideas of traditional instruction. Public policies and private practices differ to a large extent between Sweden, the USA and Canada. In Sweden, the government presented a bill accepted by the Parliament to cut corporate surplus profits and use them for an educational mission, the so called renewal funds. In the USA, a legislation was recently taken to give employers tax-reduction for employer-sponsored programs of learning.

In Sweden, the trade unions have a stronger influence on public policy in general and on adult education in particular compared with North America. There are, however, some interesting exceptions in the USA, for example U.A.W. - Ford in Detroit with a progressive and professional perspective on learning at the workplace.

Another example, which is worth studying at a deeper level is the CAEL, the Council for the Advancement of Experiential Learning in Philadelphia. One current trend in Sweden is the strong growth of staff-development programs. In addition to this development there have also been some policy decisions stipulating that parts of the general provision of adulteducation should be regarded as customized programs, which will not receive state-grants. As a consequence, there is an expanding "gray zone" between formal and non-formal adult education in Sweden. Looking one or two decades ahead one can probably anticipate an increasing demand for certificates, diplomas or even formal grades on learning experiences of a non-formal or informal kind. The knowledge of CAEL and other proponents of experiential learning will be very valuable for the Swedish discussion both from an ideological point of view and also regarding different assessment criteria and methods.

Sweden, as other highly industrialized countries, is moving towards a knowledge-oriented society. The revolution of information science and the computerization of society, new robot technology and industrial renewal can be described as a national asset when it comes to modern professional competence. The question can be looked at from a number of angles, e.g. changes in the conditions for production through the use of new technology, the educational responses at different levels within industry and the public sector, (i.e. specialized training at a university level, extension courses and continued education of technicians and other occupational categories, and further education of people in danger of loosing their jobs.)

Of special interest are strategies of change which concentrate on competence of the highest order in knowledge-intensive environments and the need for more widely based educational programs. The idea of computer education for all adults, introduced by Prime Minister Ingvar Carlsson in 1984, then Minister of Future Planning, and a survey conducted by the Central Bureau of Statistics concerning attitudes to and utilization of computers could be taken as examples. Another field of interest is the Swedish Development Program on Information Technology, which comprises of a number of case studies on industrial transformation in Sweden.

Renewal funds and commissioned training are covered by this subtopic which can also be used as a part of a study program for personnel training. A dividing line can be drawn between reforms in the field of adult education during the seventies and the expansion of personnel training programs in the eighties, although a joint view of the two is to be preferred.

Public Broadcasting and Adult Learning[2]

Oklahoma has had a relatively unstable economy during its short history. Its basic commodities are oil, gas and wheat. Drought and winds have made it known as part of the "dust bowl" and the "Okies" of the 1930s were immortalized in John Steinbeck's *The Grapes of Wrath*. Oil, however, has brought both booms and disasters.

In the 1970s oil brought wealth to Oklahoma, but much of the get-rich-quick attitudes led to unwise investments, such as office buildings, inflated salaries and even jewelry. Oklahoma has much of the character of a frontier society, where social position is based on recent - mostly financial - accomplishments rather than history or parentage. In many ways Oklahoma conveys the impression of being rather far away "from where the action is".

Foreign observers tend to think of United States in terms of being densely populated, but in reality vast areas of the United States are thinly populated and rather remote. In Oklahoma a few rural schools cannot provide pupils with adequate training in many subjects, such as German and other foreign languages or more qualified math and science courses at the high school level. The schools are too small and too spread out to be able to attract and pay qualified teachers.

From studios located on the main campus of Oklahoma State University, which has more than 21 000 students who dominate the city of Stillwater, the first course in German I was broadcast by satellite in 1985.

The programs are broadcast live and students are able to communicate with the professors and their staffs during the live satellite broadcasts and at certain hours via toll-free numbers. Oklahoma schools pay a subscription fee of 1 750 dollars per course. Out-of-state schools pay 2 000. Oklahoma State University designs courses that are primarily aimed at serving the continuing professional educational needs of Oklahoma's business community and related areas. The examples we saw seemed to be quite uninspiring - talk shows with little or no illustrations.

Some other examples of telecommunication with educational aims are presented in the appendix. NTU, National Technology University, has developed advanced programs and courses in technology for the further education of technicians and engineers. Distance teaching with satellite support is used as well as for compulsory schooling as for teleconferences between professional groups or as a tool of a dialogue between various interests in society as politicians, professionals or citizens.

The Knowledge Network in British Columbia, Canada

Television has probably a more important role in Canada than in any other country in the world. A major reason may be Canada's struggle for its own identity and self-esteem. Canada borders on one of the world's largest and economically most powerful nations - the United States - and must, in various ways, manifest itself. Canadians must prove to themselves and the rest of the world that there are differences on both sides of the border. This is especially obvious in British Columbia.

Besides being able to see programs on major American networks, Canadians can also look at programs from public networks dedicated to developing the cultural and social awareness of citizens. They can also view the Knowledge Network, which is now a part of the Open Learning Agency. The Knowledge Network broadcasts more than seventeen hours daily on its own channel. About

500 000 British Columbians watch programs on the Knowledge Network each week, according to Betty Mitchell, a proud program manager, who took care of the Swedish visitors during their stay.

Programming can be divided into two main types: general interest and educational. Betty Mitchell stressed the importance of having a definite profile. Those looking for pure entertainment turn somewhere else, whereas those who seek more serious programs are not disappointed.

Having your own channel, says Betty Mitchell, enables you to decide on your own schedule, when you start and when you finish. As a result potential viewers have an idea about they want to watch.

Since the Knowledge Network determines its own programming, audiences learn to find the programs they want. The vast majority of educational programs are produced by various educational institutions, such as the University of Victoria. When they have produced the programs they submit them to the Knowledge Network, which can refuse to broadcast them if they consider them to be below broadcast quality.

The Knowledge Network produces a limited amount of studio-based programs of its own, but it does not see its task as primarily a producer of programs. Their studio facilities are located at the University of British Columbia. It has high quality 1-inch tape equipment and at least part of the staff has professional experience. But its resources for working on location are limited and network officials regard the role as a producer to be of limited importance.

College/university, pre-school and general interest are the three major areas of programming. About half of the time is devoted to instructional courses and the other half is general interest, which is defined as non-formal educational programs. Quality programs for pre-school age children, often bought from England, account for about 40 percent of the general interest programming.

Aiming at small audiences does not seem to disturb The Knowledge Network staff. They say that as the audiences become smaller their commitment increases.

Adults in Higher Education

Access to higher education is an important comparative indicator, when we want to look at different systems of higher education. The recruitment to higher education is traditionally tainted by a social bias. The most common policy approach to counteract this unwanted social selection has been to set up new institutions to better meet the needs and interests of students that are neglected or even rejected in the traditional system of higher education.

During the sixties and the seventies, a number of new institutional initiatives were implemented. One of the most common example is, of course, the Open University in the U.K., which has been followed by a number of similar institu-

tions in other countries. In recent years, some of these institutions have broadened their provision of programs and courses from degree studies to a set of credit courses and from credit courses to non-credit courses. Other, nowadays, to some extent "traditional" innovations are the polytechnics, the Open College idea and the recognition of prior learning (Abrahamsson, Rubenson and Slowey, 1988).

One of the most dynamic change on this arena is the rapid growth of corporate classrooms and learning at the workplace. Thus, access to higher studies cannot be discussed separately from the institutional transformation going on in the field of higher education. Furthermore, the notion of access has to be related to both the number of and the learning conditions of different alternative routes to adult and higher education.

The availability of higher education for adults is an important comparative indicator. Swedish reforms of higher education are an example of these ideas. In a recently completed project under the auspices of CERI/OECD, Sweden and the USA are the two countries to have come the furthest in making higher education available to large groups of the adult population. This has been attained in Sweden by means of a gradual series of measures such as the use of work experience in the admission process, the creation of parallel schools for adults (municipal adult education), the Swedish scholastic aptitude test for adults and a more flexible curriculum. In the United States this development has been the result of an increasing demand for higher education from various groups of adults. In Canada there are interesting experiences in the field of distance education, which have been commented on above.

In both countries, the community colleges are taking an active role in providing learning opportunities for adults in different life transitions. We only visited a few institutions of higher learning during our journey. The seminar at Berkeley (which has been documented by Maria Slowey in the appendix), raised a lot of issues on how to illuminate the structure and content of the learning society including the institutional response to growing adult demand. At the Washington conference, Nancy Schlossberg,presented her *index of mattering* concerning the capacity of institutions of higher learning to meet the needs and specific contexts of adult learners. In Canada, we visited both Simon Fraser University and Douglas College, which are two challenging examples of how to meet the individuals' need to prepare for or adapt to new life transitions.

Two recent reports cover this field both from a Swedish and an international angle: *Implementing Recurrent Education in Sweden*. On Reform Strategies of Swedish Adult and Higher Education (Kenneth Abrahamsson, ed.) and *Adults in the Academy*. Some International Trends in Adult and Higher Education (Kenneth Abrahamsson, Kjell Rubenson and Maria Slowey, eds.). Both reports can be requested from the Information Office, Swedish National Board of Education (NBE's Reports No 88:8 and 88:38).

The Status of Adult Education Research and Development

To assess the status of adult education research as well as its relationship to developmental work is a research problem as such. Without trying to be systematic, the following observations can be made:

a) Adult education as an academic sub-discipline is more developed in North America taking into account that the commission of American Adult Education Professors has more than 200 members and that there are 13 professors of adult education at the Ontario Institute of Education, O.I.S.E. (to make any kind of qualitative comparative assessment of the research work done, would of course be impossible for a number of reasons). In Sweden, we have just one professor's chair in adult education.

b) The public policy of supporting research in the field of education in general and in adult education in particular tends be much stronger in Sweden than in Canada and the United States. Adult education research with the aim of implementing public policies has reached a rather strong position in Sweden the last two decades. As an example it can be mentioned that the NBE gives an annual research grant of around one million US dollars to adult education. On the other hand, there are a number of foundations in the USA and also to some extent Canada, such as the Kellogg Foundation, which can provide very extensive financial support for large and sometimes state-wide adult education projects.

c) Education, training and staff-development programs for adult educators form another field of comparison. In Sweden a new center for adult educators has recently started on a provisional basis in Linköping. In North America, this area tends to be as diversified as the system of adult education in itself. One interesting difference is the countless multitude of different professional associations within adult and continuing education. The Coalition of American Adult Education Organizations consists of more than 25 different national organizations, which support certain aspects of adult learning and do not primarily provide programs and courses for the public. In the Sweden as in the Nordic countries as such it is much easier to find out "who is doing what, when and where" as the organizational superstructure is more easy to comprehend.

d) Some comments might also be made on changing profiles of research. It is quite obvious that assessment, tests and recognition of prior learning in different forms are more common in North America than in Sweden. Furthermore there tends to be a stronger ideological alliance between lifelong learning ideals and a deep belief in the effects of adult learning on the one hand and the practice on the other in the USA. In Sweden a lot of attention has been paid to the study of enduring effects of adult education through the use of longitudinal databases. Just as an anecdote, one of the longitudinal studies had its 50 year anniversary last year! Finally, it has to be mentioned that a number of interesting comparative studies of adult and higher education have their roots in the USA. The role of

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research and development was discussed at the Annual Meeting of the Commission of American Adult Education Professors in Tulsa and at the seminar on the train between Vancouver and Banff with special contribution from Hayden Roberts, Vancouver.

In Search for an Infrastructure of Adult Learning

The seven facets of adult and continuing education presented above cannot be projected as a map of a learning society. It is a far cry from a systematic effort. If possible, it might help to provide some of the colors used in the map, but it is still too unsystematic to give us the geography of adult learning or the infrastructure of adult studies and self-directed learning projects. In drawing a map or a picture of adult learning, we should not focus too much on the sunshine or clouds created by public policies or the vitality or shadows from a market-oriented model. A more constructive and forward-looking approach is to see to what extent *adult learning for everybody* is guaranteed in the different systems. More concretely, it is necessary to define learning rights (both for self-directed learning, shorter courses and longer study projects) in roles as:

* free citizens taking active roles in the democratic dialogue
* employees at a workplace with the aim of upgrading his or her professional competence
* critical consumers
* independent individuals wanting to deepen horizons or fulfill learning dreams of various kinds
* members of popular movements with the purpose of identifying with collective learning ideals and the transformation of society

So let us ask ourselves to what extent our systems of adult and continuing education support, neglect or reject these different learning rights. In all countries, the growth of adult education takes place in working life. This is, of course, both a challenge and a threat. What will happen with learning rights for free citizens and members of popular movements if the employers monopolize the future of adult learning? To what extent will it be possible to support a free sector of citizen-oriented adult learning in the future as has been done in Sweden with study circles and folk high schools?

Which strategies can be developed to meet the needs of neglected learners beyond the new century? Which strategies are needed today and what can be said of the learning society beyond the time of the "age-shock"? As usual, our impressions and reflections create more questions than answers. Thus, there is a great need for future studies in both mapping the societal context of adult learning and trying to anticipate how the institutional patterns of today will

adapt to a new setting. Discussions of this kind were held at the A.A.A.C.E. meeting in Tulsa as well as in an open seminar organized by O.I.S.E.

3. Some Organizational Lessons — An Adult Education Exchange as a Learning Project

Background and Planning Initiatives

A group of Swedish researchers and educators in the field of adult education together with representatives from government, trade unions and employers' associations - all in all 30 participants - took part in the exchange. More than 20 conferences and seminars were organized in 14 different locations in the United States and Canada during October and November, 1988. A detailed account of the various programs that were carried out in the different places can be found in a separate appendix (3). Approximately 1000 participants attended the various seminars. Several thousands of other people, although not directly participating, have also in some way come in contact with the New Sweden'88 seminars on adult education.

The project was not only an example of how one could gather information on different aspects of contemporary Sweden - in this case adult and continuing education - and start a dialogue with adult educators in the United States and Canada. It was also a test (with considerable success) of how various interests in Sweden could collaborate on issues that will become of vital importance in the near future. An informal planning group was formed with members from The Swedish Institute (Christina Engfeldt), The National Board of Education (Kenneth Abrahamsson) and SIS-New York (Marna Feldt). The time allotted for planning of the project was ample - more than 18 months - but nonetheless seemed too short during the last stages. The planning also included two trips by Abrahamsson to the U.S. and Canada in order to establish lines of communication and make necessary arrangements.

Contacts with Local Organizers

The purpose of the detailed preliminary work was to arrange conferences and seminars on certain themes and subjects (also in part with written background materials) presented by both Swedish and American counterparts. After coming to agreement on methods of cooperation, Swedish interests presented - as part of the overall planning of the project - more than 10 different outlined programs for the major conferences and seminars. These planned programs were then presented for discussion in the U.S. and subsequently accepted with certain modifications.

At the same time the various participating parties began the planning of their own activities in the seminars and also publication of brochures and other materials for information. An example of this was the video film produced by the Swedish Educational Broadcasting Company in cooperation with the

Swedish Institute and the National Board of Education.

The film was called *Sweden Towards a Learning Society - a Journey with Many Destinations*. The VCR cassette was used at certain seminars and also presented as a gift to various organizers.

The seminars were carried out in cooperation with three main types of co-organizers. In the first place we cooperated with national adult education organizations in the U.S. and Canada (The Coalition of American Adult Education Organizations which represents 27 American organizations and also the Canadian Association for Adult Education). Direct contact was also established with one of the American organizations: the American Association for Adult Continuing Education, AAACE. In the second place certain seminars were arranged together with various universities and research institutes, for example the Center for Studies in Higher Education, the University of California in Berkeley, the Center for European Studies (CUNY), the School of Education at Boston University and the Department of Adult Education at the University of British Columbia in Canada. The third group of co-organizers consisted of independent institutes or groups. Examples are the Council for the Advancement of Experiential Learning, National Issues Forum in Minneapolis and the Study Circle Consortium in Albany, N.Y. The United Auto Workers (UAW) is yet another example in this third group.

Content and Output

The overall theme of the series of seminars was *Adult Education, Equality and Industrial Progress*. In addition there were four sub-topics within the context of the general program:

a) study circles, democracy and citizen participation
b) adult education for neglected groups
c) adult education at the workplace
d) new networks between adult and higher education

In the first and last groups the conditions for a wider and more fruitful discussion were especially evident. Interest in study circles is rapidly growing in both the United States and Canada. This is undoubtedly due in some degree to the book by Leonard Oliver which was published in the United States with financial aid from the Swedish Institute. Also, one of the Swedish delegates, Henry Blid, who is a teacher at a folk high school, had established previous contact with certain groups in the United States who were interested in study circles and public involvement in environmental issues. As far as adult education and higher education were concerned the seminar in Berkeley (and also a couple of others) was a direct follow-up of a project on adult students in a framework of higher education that was originally initiated by CERI at the OECD.

The general emphasis in the above mentioned seminars concerned current information about Sweden and in this case also a mutual exchange of experiences and information between individuals and organizations involved in adult education in both Sweden and North America. One minor problem that arose

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was that organizers in the U.S. showed a greater interest than we had anticipated in the cultural and historical background of Swedes in the United States. This is, of course, quite natural as the New Sweden celebration as such contained a number of historically and culturally oriented activities, while the aim of the seminars was to focus on contemporary issues and daily life in Sweden and the USA. At seminars in Minneapolis and in Tulsa, Oklahoma there were many participants that had some sort of Swedish background. One of the more active participants in the Tulsa seminars wore a badge that said: "Swedish by Marriage". Many others had relatives in Sweden. Results were successful taking into account the goal of showing current images and cultural values of Sweden. It is evident that we could not narrow our pedagogical perspectives to the extent that we only touched upon the theme of adult education. To a great extent it was necessary to provide participants with a broader background of the role of adult education in the Swedish welfare state and to inform them of how reforms and new policies within the field of adult education interact with governmental policies concerning family, industry, labor market, etc. Thus, it is a true pedagogical challenge having to delve so into Swedish society, social structure and values, before you can make efficient contributions on the topic as such: adult education and development. It is without a doubt that the discussions were most interesting and fruitful, when the audience had a good basic knowledge of Sweden as a country.

Missing Issues?

The strong emphasis on well-prepared seminars and conferences left little room for study visits and new contacts in the field. The program was also so exactly timed and organized that there were few opportunities to experience people and culture outside the conference environment. The question as to what was missing from the program as a whole is therefore a matter of individual priorities. Several themes were not discussed greatly, e.g. the role of women and adult education, handicapped adults, adult education and immigrants, etc. We were also invited to many places and events that we were forced to decline due to the lack of time and resources.

The one element that was genuinely lacking, but that would also have been difficult to accomplish in such a short time, was the possibility of meeting people at places of work, in housing areas, social service and public health centers, prisons, etc. in order to discuss the way "average people" experience day by day life in the United States and Canada and also how important they think adult education is. Although we often discussed the "needs of the underprivileged", we did not meet with them directly and few representatives of ethnic minorities took part in the seminars.

Long Term Effects

The long term effects can be said to be considerable and can be reflected in the following manner:

* More than ten individuals or groups have stated that they plan on visiting Sweden within the near future, either at their own expense or with financial support from their employers.

* In several different cases there are plans for inviting "panelists" to Sweden in order to broaden and expand established contacts.

* There have been quite a few proposals to submit articles and reports to magazines and journals in the United States and Canada.

* In a couple of cases ideas and suggestions have been put forth concerning more extensive comparative studies on adult education in Sweden and North America.

*In some cases international projects concerning third world problems have been discussed.

*In two or three cases future plans for visits by guest researchers or Ph.D. study exchange have been discussed.

* Besides this general report, there will be specific reports on two or three seminars and some articles in Sweden, the USA and Canada. The seminar in Minneapolis was also video-taped. Furthermore, there are preliminary plans to collect some of the papers and speeches in a book to be published in 1990.

Concluding Remarks

The following is a summary of some impressions and conclusions with no particular order of importance. In the first place it is extremely important to both make use of and continue to develop contacts made at an earlier stage with people in an individual capacity. The risk of "striking out" is far greater than "hitting a home run", since the United States is a country that is difficult to analyze due to the lack of common national policy and regulation within the field of education. The same can be said as far as Canada is concerned where the Canadian provinces are autonomous and can formulate and carry out their own policies on education.

In the second place there is a great need for preparatory planning and for visiting some of the organizers ahead of time. In some ways the United States is more bureaucratic than Sweden because there are so many different agencies and organizations with the same purposes and goals. That is why establishing the groundwork for a project can take many months more than one would expect in a country where the traditional image is that of efficiency and entrepreneurship.

In the third place it is important to put a lot of work into developing topics and themes with a content that will encourage a fruitful exchange of ideas despite differences in politics, economy, social structure and traditions within the field of education. It is just as important to allow for time to discuss values as it is to discuss organizational structure or methods and content.

In the fourth place questions surrounding the production and publication of written materials and other information are vitally important. Planning, cooperation and in the end distribution of material must be given special

attention. The possibility of combining simple display stands and publications on exhibit with the direct distribution of other materials should be discussed more thoroughly. In this respect NS'88 was in a way a disappointment for many because we had to carry along and also check-in at numerous times various boxes of material, display stands, VCR cassettes, etc.

In the fifth place there is a problem of time - trying to fit in and arrive at some balance between lectures, panel discussions and discussions in small groups. One problem, due to the size of the group of Swedish participants, was that many of them had great expectations that could not be realized with such a tight schedule and with such an extensive program. These expectations and demands could be met by either reducing the time allotted for each part of the program (and thereby making many of them less interesting) or by having a larger number of discussions in small groups.

The outcome of small-group discussions was often very positive. On the other hand this type of program doesn't have as high a "status" for the individual as does a lecture or situation with a greater number of participants. Sometimes these problems were often solved taking into account prestige more than pedagogics when drawing up the written outline for the programs. When the programs were then carried out it was evident that there was a greater need for informal contacts and group discussion. The American participants and audiences also showed a stronger preference for short, concise introductions and following discussions in large or small groups.

This shows that the trend should be towards a more informal, rather than formal, structure. An example of this was that one of the most stimulating parts of the program as a whole was the seminar held on the train travelling between Vancouver and Banff. Our "highbrow" discussions were effectively balanced by the grandeur of the Rocky Mountains and the slow, winding journey upward on the train being pulled by strong, diesel engines. It is therefore a challenge to find unconventional surroundings for culture-filled meetings between individuals with a genuine desire to discuss, understand and explain various civic circumstances and customs.

On the whole the project gave us valuable experiences for use in the future when planning similar activities - everything from the conceptualization and realization of ideas to topical profiling and practical implementation. It has been a very interesting and challenging project, and it has taught us quite a lot about the workings of adult education in the United States and Canada and also just as much about how we Swedes work and perform both as professional people and as individuals. There is still a need among us to learn a sense of "humbleness in the face of reality" when trying to understand conditions for education and teaching in another country. Sometimes we Swedes all too easily tend to weigh the one experience against the other and grade them as to how "good" or "bad" they are in comparison to our own Swedish norms and standards (or our perception of them). In a wider sense the project was just as much a cultural expedition as it was an organized study and seminar trip abroad. It is also important that there be a deeper and broader follow up and analysis of what we have seen and learned.

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Kulich, J (1988) *Advocay for Adult Education in British Columbia.* Pacific Association for Continuing Education, PACE Papers No 3

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Postlethwaite, N (1988) *Encyclopedia of Comparative Education*, Pergamon Press, London

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Part II

The People We Met — A Set of Pictures and a Few Comments

Before departure: joint seminar on values in adult and higher education at Wijk outside Stockholm, September 23, 1988. Panel upper left: Professor Emeritus Torsten Husèn, Mr. Erland Ringborg, Director General N.B.E, Mr. Gregory Newell, US Ambassador in Sweden and Dr. Sverker Gustavsson, Under-Secretary of State, Ministry of Education.

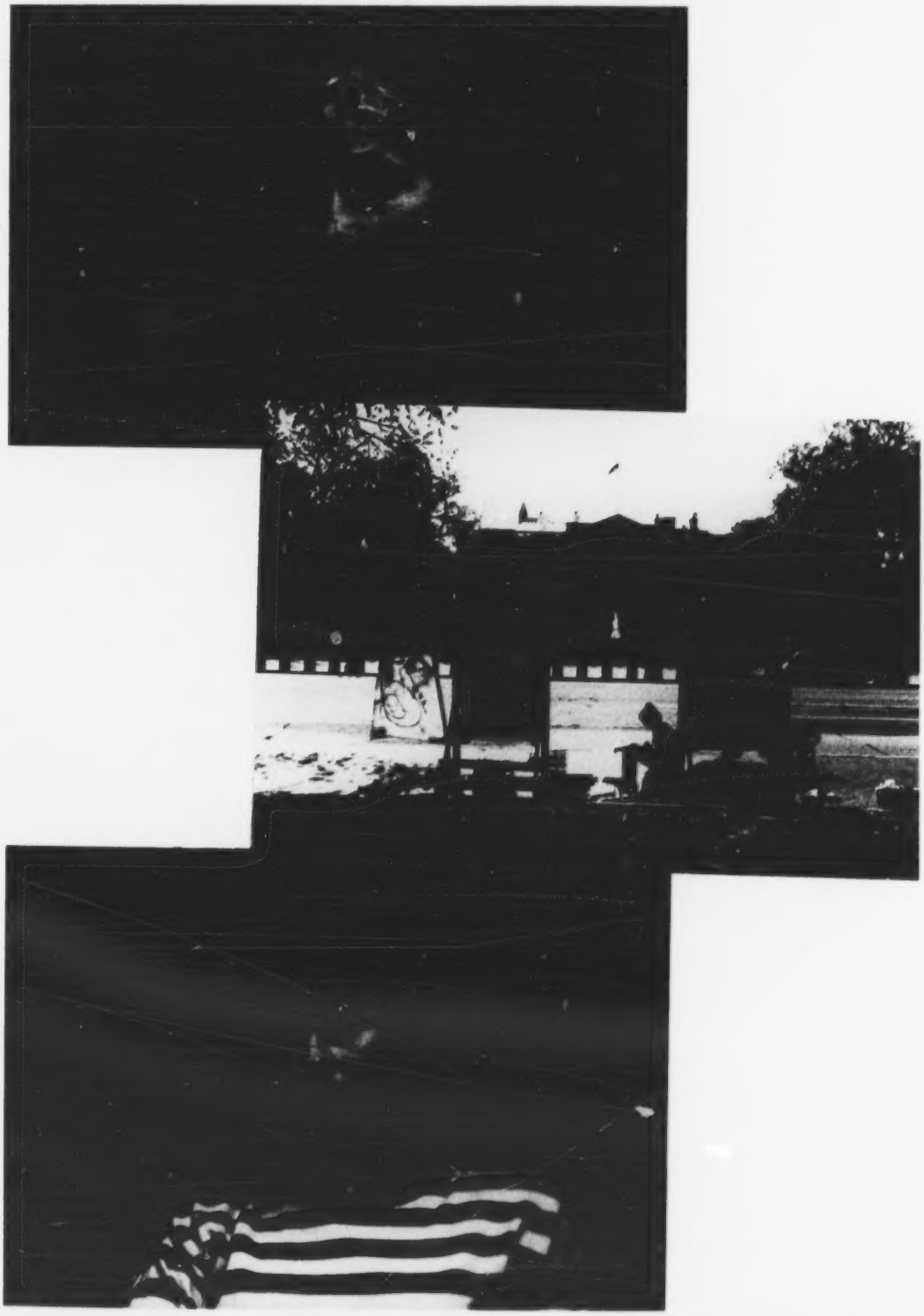
First seminar in America at the American Swedish Institute, Minneapolis. Panel: Len Oliver, Washington, D.C., Kenneth Abrahamsson, N.B.E., Mary Dietz, Minnesota, Peter Engberg, National Swedish Federation of Adult Education and Benjamin Barber, Rutgers University. Introductory greetings by Marlene Johnson, Lieutenant Governor of Minnesota. October 20, 1988.

From Boston to Berkeley. Ruth Nickse and other participants at Boston University. Kenneth Abrahamsson talking to Abraham Lincoln about the historical context of the meeting about the learning society at Berkeley. October 24.

Reflection, creative thinking and food for thought at the Center for Studies in Higher Education, U.C. at Berkeley. October 24-25.

Important notes and personal afterthoughts at Berkeley between traditional and modern forms of instruction at the U.A.W.- Ford Motor Co. in Detroit. Adult learning at the workplace becomes a frontier post of the learning society. October 24-25.

Small group meetings at CAEL, the Council for the Advancement of Experiential Learning, Philadelphia. Motto: Small (group learning) is beautiful (and leads to great results). October 26.



D.C. between policies and realities. Rose-Marie Oster and Becky Timmons share ideas of American Council on Education with the Swedish visitors. On the importance of giving adult learning a place "on the Hill...", October 27.

Walks and talks in Washington. Profiles from the the C.A.E.O. meeting, October 27-28,1989.

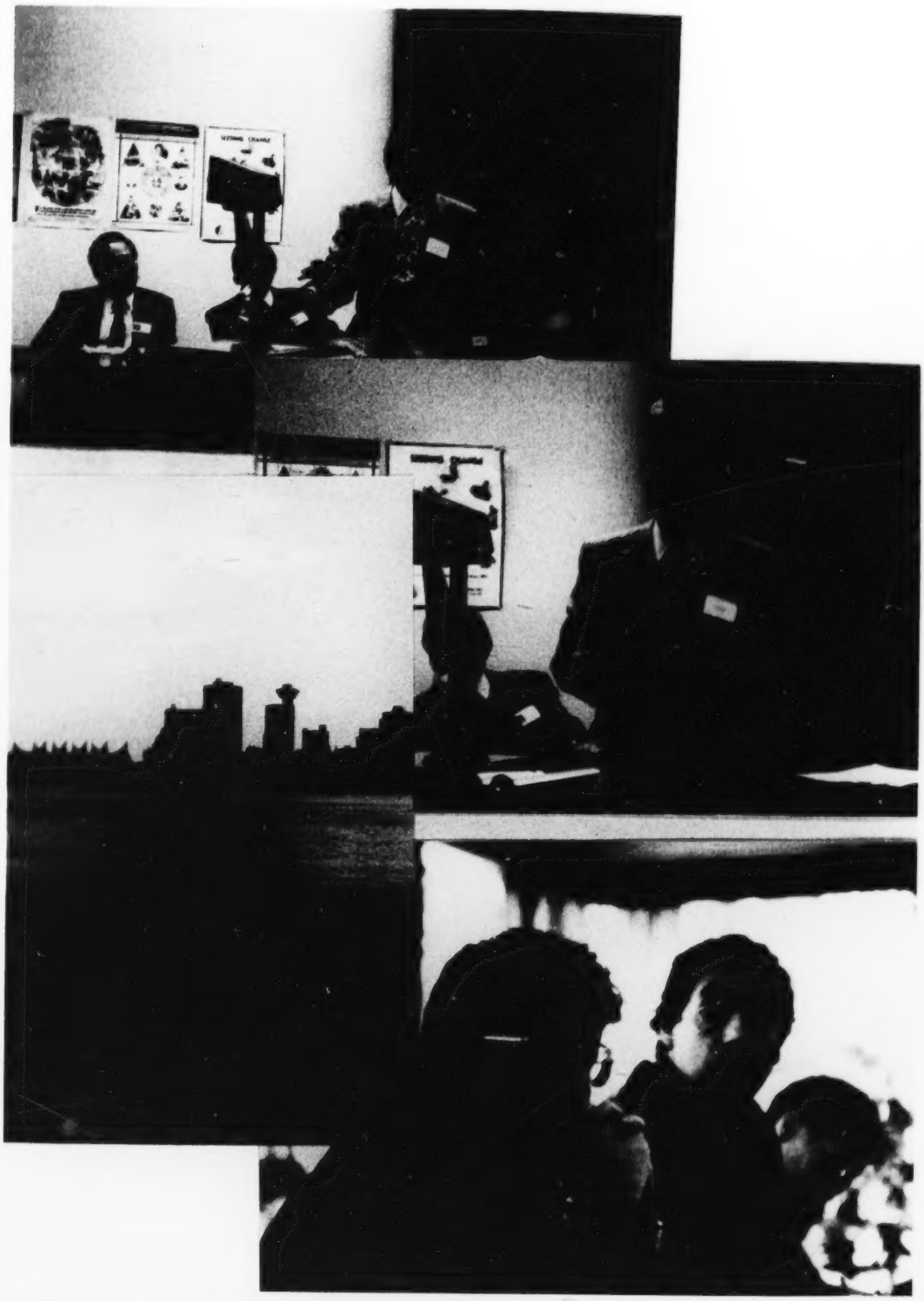
OK for Stillwater and Tulsa. The Swedish delegation handles one of the female participants with care. Adult education nestor Thurman White, shares his opinion on the need for adult learning. October 31 and November 1.

Mike Vance, introductory speaker and business entertainer amuses the audience of two thousand participants (not Swedes only) at the A.A.A.C.E. - convention in Tulsa, Oklahoma, November 1.

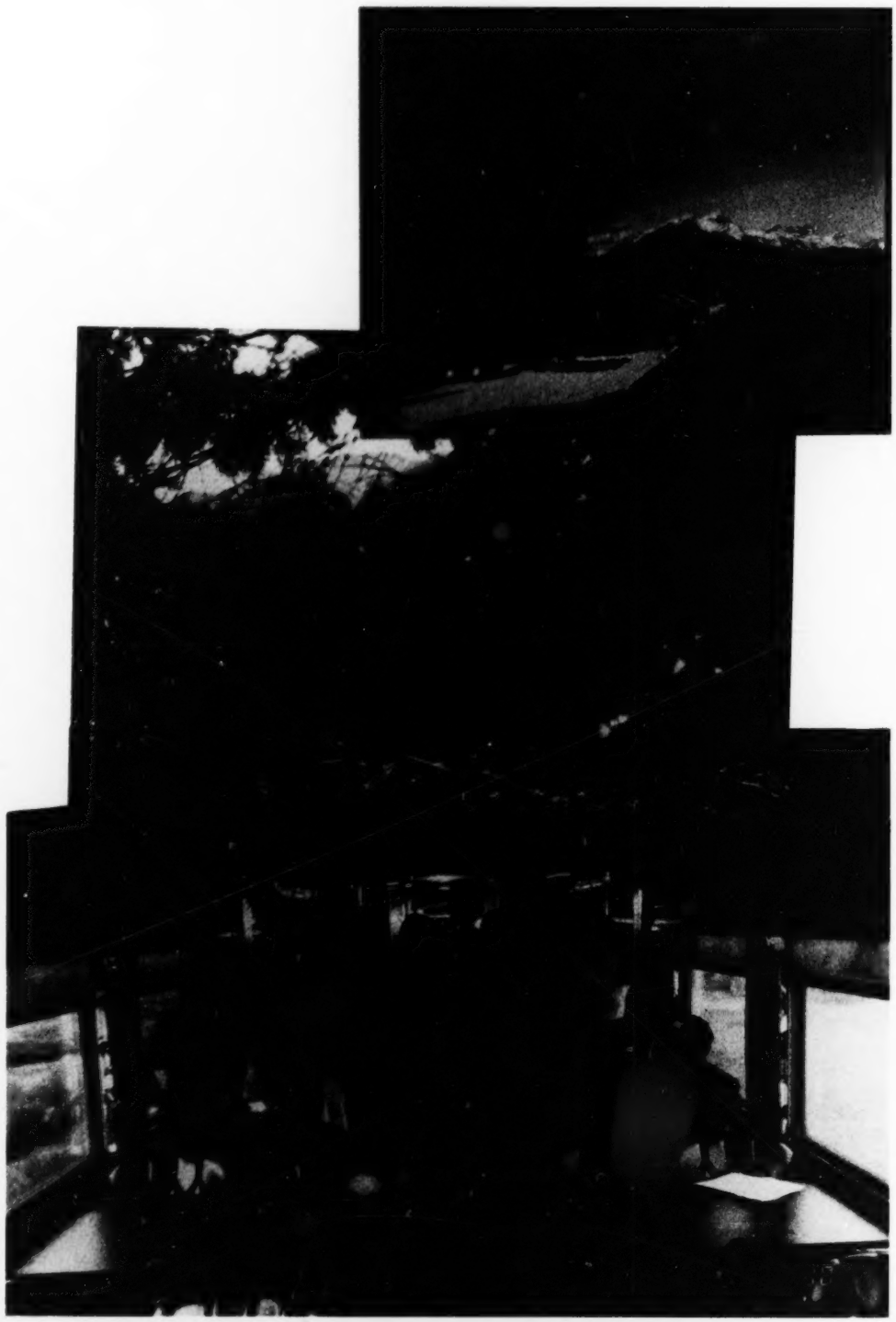
Still in Stillwater, last days of October. Sunrise television for farmers, cowboy gang at the Gilcrease museum, bus tour and dish antennas.

Arlon Elser, Kellogg Foundation, David Stewart, C.A.E.O. and Thurman White being active contributors to the New Sweden'88 - adult education mission at the Tulsa meeting. First days of November.

What have we learned today? Scenes from an internal group meeting in Tulsa, Oklaholma.

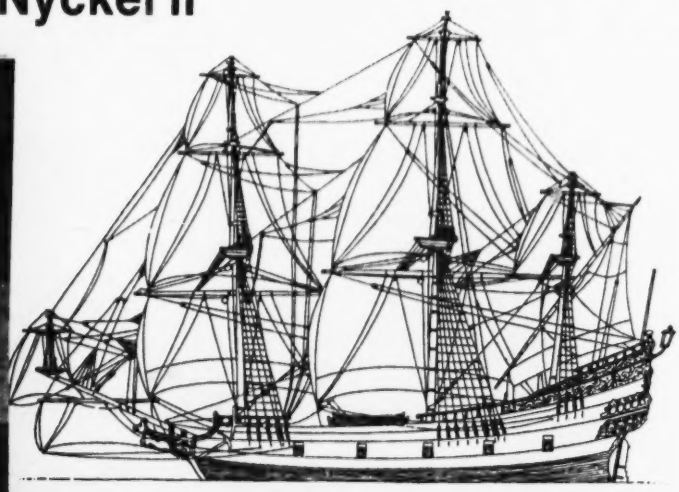


Escaping over the border at time of U.S. election. Memories from Vancouver Days, November 6-8. Ian Morrison, the Canadian Association for Adult Education in action, while the Swedish Vikings are listening or just relaxing?



Beautiful Banff and group picture of the adult education and training seminar passing the Rocky Mountains towards the peaks of the learning society. November 8-9 and beyond traditional time horizons.

The Kalmar Nyckel II



Plans are under way for construction of the Kalmar Nyckel II, a full-scale replica of the original pinass that carried the first Swedish immigrants to America.
Illustration from Das Schifftypenlexikon A. Dudszus/E. Henriot

Symbolic reunion in Toronto. Upper right Kalmar Nyckel from 1638.Upper left:three emancipated ladies from the international league for social commitment in adult education from Tulsa,OK. Reception at the inter- national council for adult education and finally some travelling veterans meeting Mrs Ruby Kidd just outside office of Canadian Association for Adult Education. November 11 and back to Old Sweden.

Part III

A Smorgasbord of Ideas, Programs, Notes and References

Democracy in Action

Lifelong Learning and Citizenship in Sweden and the United States

A Public Program

October 20, 1988
The American Swedish Institute
Minneapolis

"Study Circle Democracy"

"Democracy in Action: Lifelong Learning and Citizenship in Sweden and the United States" is an opportunity for cross-cultural understanding between Sweden and the United States on the common challenges of building a democratic culture of informed citizen participation through lifelong learning.

The program is organized in association with the visit by a delegation of Swedish educators to talk with Minnesotans about the value of study circles. Study circles are a popular, institutionalized form of adult education and citizen participation in Sweden. By official counts, about 325,000 study circles are conducted annually, with 2.9 million participants. Sweden's late prime minister Olof Palme described his country as "a study circle democracy."

"The study circle is a tool for study and discussion, for democratic participation, for equality among members, and for encouraging members to become their own experts. It is a powerful vehicle for involving people at a fundamental level in the life of their community or organization. It is a proven and powerful means for adult civic education and organizational democracy.

"The Swedes who perfected the modern study circle in this manner understood it as an uncomplicated device to bring undereducated, disenfranchised adults into mainstream public and organizational life. It has grown into a widely accepted practice in this small, homogeneous country for the advancement of popular sovereignty and civic intelligence. Whether the study circle model will work in the United States is still an open question, but the experiences from Sweden . . . . hold out some promise that it will."

from *Study Circles* (1987)
by Leonard Oliver

1638-1988
NEW SWEDEN

"Democracy in Action" is organized by National Issues Forum-Minnesota and cosponsored by the American Swedish Institute, Metronet and the Minnesota Association for Continuing Adult Education (MACAE). The program is supported with funds provided by the Kettering Foundation and the Minnesota Humanities Commission (in cooperation with the National Endowment for the Humanities and the Minnesota Legislature).

What Is Different about the National Issues Forums?

Since there may be some basic questions about the role of the Forums in our nation's public policy dialogue, this guide has been prepared to introduce Forum participants to the concepts behind NIF.

1. "Do the Forums Really Make a Difference?"

When people ask this question they usually mean "Do the Forums have any *political* effect?" By which they often mean do they directly affect the election of officials or the passage of legislation. But there are more fundamental ways to think about politics. Before our legislators can decide on specifics, we have to set basic directions: What kind of country do we want? What mandate are we willing to give the government? The Forums treat public policymaking as a matter of setting directions for our country. The purpose of the discussions is to find out what basic directions we want our country to take. The focus is on what "We the People" value and want.

2. "What Are We Supposed to Do in a Forum?"

What happens in the Forums is sometimes called "choice work" because setting directions requires that the public make choices. We begin by sorting out how our values, as individuals and a community, apply to a given issue. Then, "choice work" is necessary because our values reveal conflicts. Take, for example, the issue of the soaring cost of health care: we value both the best care possible and the most affordable care; but the better the care technologically, the less affordable it is. Genuine choices present us with the difficulty of having to decide between alternatives, all of which have both good and not so good outcomes for us. "Choice work" is the hard work of weighing alternatives, none of which is perfect.

3. "I Don't Know Enough to Participate in a Forum."

The NIF model is based on the theory that the public learns its business in a more complex fashion than by just amassing facts. Facts are important, but more important is learning what "the facts" mean to different people and in different circumstances. It is essential to know how facts relate to the values of different individuals. This means looking at the interrelations *between* policy options, and the long-term consequences of choices. The objective is to gain a greater appreciation of the whole of policymaking and see how various issues relate to one another. Knowing the technicalities, being "an expert," isn't important.

4. "What's the Point of One More Bull Session?"

Making choices is hard work: it requires talking *through*, not just *about*, public issues. "Talking about" is what we do every day: about the weather, or our friends, or the government. But "talking through" is very different. We might even call it "working through." "Working through" an issue means coming to terms personally and collectively with the conflicts that are always present when we are discussing public issues.

For example, when the Forums dealt with the tax issue, people wanted a tax policy that was both equitable and simple. But the simpler the tax policy was, the less equitable it became — and the more equitable it was, the less simple it became. Participants didn't cease to value both equity and simplicity, but they had to come to a point where they could give priority to one over the other.

One of the objectives of the Forums is learning how to talk through issues together. That means using talk to *discover*, not just to persuade or advocate. What is different about Forum talk is that it is talking *with* people not *to* them.

(OVER)

5. "One Person's Opinion Is as Good as Another's."

The NIF model makes a distinction between personal opinions and public judgments. The Forums are designed to help groups move from individual opinions to shared judgments. Public judgment differs from opinion in that it comes from the integration of diverse points of view rather than simply aggregating them — as in the typical opinion poll. Participants have to spend time assessing the interrelations of their many interests, the long-term consequences of actions, the effects of a single policy on a diverse people. As groups think together, as they begin to sort out their values and work through the hard choices, they develop new perspectives. This composite of shared, reflective, and integrated perspectives is "public judgment."

6. "Are We All Expected to Agree?"

One of the ever present challenges to a democracy is to make decisions leading to a common direction — without doing damage to the diverse individual perspectives that are the key ingredients for shared judgments. Forums do *not* attempt to find complete agreement. They *do* try to define which interests are shareable and which are not. A moderator once described this kind of common ground by saying: "Here are five statements from my Forum. Not everyone agreed with all of them but there is nothing in them that we couldn't live with."

Moderators report another achievement of Forums... a common language. Once people have shared definitions, their conversations are joined; people are then less likely to talk past one another.

7. "What Is Evidence that We Are Making Progress?"

People often want specific outcomes from their participation. But dealing with hard choices, working through issues, moving from opinions to judgments — these are all part of the ongoing democratic deliberations about the kind of country we want — and they take time. Nevertheless, there are benchmarks along the way that show progress. Some of these are:

- Evidence of more open attitudes, a willingness to consider other opinions.
- An appreciation of other points of view. "I don't agree, but I can understand...."
- A movement from first to second opinions. "On second thought, I may not disagree so much with...."
- The ability to grow from contributions of others. "After hearing what you said, I...."

8. "Talk Is Cheap: We Need Action Not Talk!"

Some people make a sharp distinction between talk and action, so much so that the one is seen as the antithesis of the other. Some argue that the function of the talk is to motivate and inform individuals so that they become actors.

When it comes to political action by the government, the Forums do not have partisan positions or advocate specific solutions. But they can still be an indispensable preliminary to governmental action. What the Forums have to offer policymakers is different from constituency information or polling data. It is information from a group of people that is not an interest group — a group of people who have tried to integrate their different points of view.

In Conclusion

The National Issues Forums are a descendant of the oldest and most characteristic political institution in America, the town meeting. Begun in 1633 — 150 years before we were a nation — these public forums were the wellspring of the nation's independence and the Constitution.

Today, our complex democratic government is still dependent on the democratic community doing its work. The Forums are one of the places that work can be done — and done well. They create and re-create the American public itself — the "We the People" who are the sovereign power in our nation.

THE PUBLIC

The public is more than the government, and "public policy" isn't policy invented by bureaucrats or politicians. The public is not simply a thing; it nurtures a collective capacity for change; it is manifest in shared activities for the common good of the community. Face-to-face discussions on issues of common concern provide one of the most effective mechanisms for the creation of a healthy public.

VALUES

These are mindsets that determine how we react to problems and to the political solutions that are suggested to them. They reflect some of our deepest concerns and reveal the priorities that guide our individual decisions and actions. We tend to appreciate the facts and address public issues only when we see how they relate to our own values. What does an issue mean to me? That depends upon my values.

WORKING THROUGH

This is the process — often a difficult one — by which we move from first thoughts, top-of-the-head opinions, to mature reflective judgement. It entails weighing the outcomes, good and bad, that are likely to follow from public decisions. It occurs when people with diverse viewpoints and backgrounds come to terms, both personally and collectively, with the implications of their own views and the views of others.

COMMON GROUND

The common ground encompasses those interests which are shareable. It is not a consensus, but it does outline an area of agreement. It defines the actions or policies that are acceptable to a community whose individual members may still cherish different values — and hold different opinions. It is the ground on which policy capable of winning broad public support can be built.

PUBLIC JUDGMENT

"Judgment" describes the public's viewpoint once people have had an opportunity to confront an issue seriously and over an extended period of time. It is found when people talk and think together, weighing the pros and cons of different courses of action. It represents not the simple sum of views that is offered by public opinion polls, but the integration of diverse points of view. In viewing an issue from many different angles of vision and sharing different people's perspective, everyone comes to see the whole of an issue differently. This is when public judgment is found. (Also referred to as SECOND THOUGHT.)

PUBLIC KNOWLEDGE

The kind of shared understanding that emerges from the "working through" process. It is different from the expert's knowledge of the "facts" about an issue; for it embodies an understanding of the consequences that are likely to follow from the facts for different people in different circumstances. It is an understanding that is shared in public forums; it is the perspective that people together achieve; it is the foundation of public judgment.

UC FOCUS

Published for the faculty and staff of the University of California by the Office of the President

Vol. 3, No. 2 October 1988

Gardner issues call for greater diversity

UNIVERSITY OF CALIFORNIA

BERKELEY DAVIS IRVINE LOS ANGELES RIVERSIDE SAN DIEGO SAN FRANCISCO SANTA BARBARA SANTA CRUZ

September 26, 1988

CHANCELLORS

Dear Colleagues:

As the 1988-89 academic year commences, I believe it is essential that we reaffirm our commitment to encompass the cultural, ethnic, and racial richness of our state more fully within the University of California community. This commitment, which I know we all share, will command an even greater, indeed re-invigorated, effort on all of our parts owing to the rapidity of change that is occurring in the racial and ethnic mix of the state's population.

This letter seeks to take note of our progress. I also will indicate some of the next steps we will need to take in pursuing our common objectives.

The University's experience has been at once encouraging and discouraging: encouraging as we view the steady increase in minority enrollment at the freshman level, and less encouraging as we assess the retention of these students to graduation; encouraging as we see the increase in the enrollment of women and minority students in many of our professional schools, and discouraging as we consider the small percentage of minorities in our graduate schools; encouraging as we read about the increase in total minorities and women on the staff, but particularly discouraging as we note the small numbers of women and minorities among our ladder-rank faculty and the small numbers of minorities in upper-level administrative positions within UC. In short, while we have made steady, indeed even dramatic progress, we have not done so evenly across all areas or campuses, including our business and purchasing affirmative action programs.

Our progress and lack of progress have been widely discussed. Within the University itself, discussions of affirmative action, in all of its ramifications, have been many and vigorous during the past year. It has been the object of discussion among ourselves and among administrative colleagues, faculty, staff, and students on your several campuses; among members of my Cabinet; among the Regents; among legislators; and among interested members of the minority communities.

I have met with representatives of the Asian American Task Force on Admissions, the UC Black Eligibility Task Force with which I am scheduled to meet a second time, the UC Chicano/Latino Consortium, and others, just as I know you have met with comparably representative groups on the campuses and with members of your student body, faculty, staff, and alumni. These meetings have been helpful in clarifying problems, in fostering a better understanding of the issues at hand, and in furthering a common desire to quicken our progress in this extremely important area.

I also note that the California State Senate has constituted a special committee to study the topic of UC admissions, to be chaired by Senator Art Torres. We welcome this expression of legislative interest, and I appreciate the cooperation that you are extending to Senator Torres to assist his work in every possible way.

In partial response to these various discussions over the past year, my office is taking the following steps:

■ In addition to strengthening the President's Post-Doctoral Fellowship Program, the UC Dissertation Year Fellowship Program, and various graduate outreach programs for minority and women graduate students, I will continue to add funds to strengthen campus-based student affirmative action programs even if to do so requires a reallocation of funds within UC to accomplish these purposes.

GARDNER continued on page 2

Getting Out the Vote

The Rev. Jesse Jackson urged an estimated 3,000 to 4,000 students to "make a difference" by voting Nov. 8 during a rousing noontime rally in Sproul Plaza Sept. 26. "Your vote is so precious that it helps your opposition when you surrender and don't vote because that's a vote for them," said Jackson, inviting students up to the speaker's stand to register to vote. (Jane Scherr photo)

GARDNER *continued from front page*

■ I have assigned Senior Vice President Frazer the responsibility for developing, in coordination with the campuses, a UC program that will enable us to tap into the growing pool of minority undergraduates for the purpose of identifying and encouraging those willing to consider an academic career and then helping them realize the first step toward this goal by assisting them in their graduate studies. This important effort is, of course, but one of many in the academic affirmative action arena being pursued by Senior Vice President Frazer and his staff.

■ Within the Office of the President, Senior Vice President Brady is assigned responsibility for combining the staff affirmative action and business affirmative action duties under the direction of a person yet to be recruited to fill an Executive Director level position which will report directly to him. We expect that this reorganization will improve our effectiveness in identifying and employing greater numbers of minorities and women, particularly in upper level management and administrative positions and that it will contribute to continued improvement in the University's rate of utilization of minority-owned and women-owned firms in the business affirmative action arena.

■ As you know, within the Office of the President, Senior Vice President Frazer is responsible for affirmative action efforts concerning students and faculty, while Senior Vice President Brady is responsible for affirmative action programs for all levels of staff and business affirmative action programs. I have asked Senior Vice Presidents Frazer and Brady each to appoint a committee or committees broadly representative of the University to act in an advisory capacity to them in their respective affirmative action duties.

I ask the following from you:

■ In pursuing our commitment, I ask that each of you improve and strengthen campus programs intended to increase minority representation and the representation of women on your campus where currently they are underrepresented. I intend to remain fully informed of your activities, accomplishments, and opportunities as well as your problems, and will do all I can to help you achieve the progress that we all recognize to be necessary.

■ It is critical that you continue to encourage and foster mutual respect and understanding among all ethnic and racial groups on your campuses, thus nurturing a greater appreciation of and a healthier regard for the growing diversity of our campus communities.

■ I ask that each of you send to me by January 1, 1989, your response to the June 1988 report of the UC Chicano/Latino Consortium together with implementing plans and programs suited to your respective circumstances.

■ I ask that you forward to me by January 1, 1989, your response to the recent report of the proceedings of the first UC Conference on Future Black Faculty Hiring together with implementing plans and programs suited to your respective circumstances.

■ Chancellors are responsible for developing and pursuing affirmative action plans for their respective campuses. I ask that each of you review your respective campus plan to be assured of its accuracy and adequacy and advise me by March 1, 1989, of any material changes that you are effecting in it.

■ I also ask that you send to me by January 1, 1989, your respective implementing guidelines responsive to The Regents' May 20, 1988, Policy on Undergraduate Admissions, as well as replies you now are preparing for Senator Torres' Committee.

Keeping one another informed about our progress and the outcome of our experiences, and seeing to it that the University community is well-informed about the pace and scope of our efforts, will help keep communication open and ideas flowing. It will serve also as testimony to the larger community that we mean what we say about our commitment.

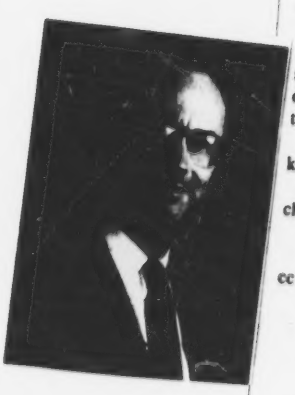
By copy of this letter, I am informing the Principal Officers of The Regents of our efforts, knowing that they will make a comparable effort in their respective offices.

Working together we can help the University respond to a changing California and a changing world.

Sincerely,

David Pierpont Gardner

cc: Members, President's Cabinet
Laboratory Directors
Chair, Academic Council
Chair, Council of UC Staff Assemblies
President, University California Student Association
Principal Officers of The Regents



ADULT LEARNING: OVERVIEW OF MAJOR THEMES FROM SWEDEN/U.S. SEMINAR, "ILLUMINATING THE LEARNING SOCIETY - STRUCTURE, CONTENT AND ACCESS". UNIVERSITY OF CALIFORNIA, BERKELEY, OCTOBER 1988.

MARIA SLOWEY, CENTRE FOR CONTINUING EDUCATION AND TRAINING
NEWCASTLE UPON TYNE POLYTECHNIC

1. ADULT LEARNING STYLES

In devising strategies for responding to the massive increase in adult updating and retraining requirements, most countries have sought ways of employing information technology as a quick and cost effective way of dealing with this problem. At its most innovative, as described by Glen Farrell at the Hasselby conference, this can result in open learning networks which draw on the resources of a range of providers, offering computer aided learning programmes, interactive video, distance learning packages, frequently used in combination with mass communications media.

Employers are particularily attracted by programmes which are flexible in structure and delivery mode, reducing the need to release employees from work at fixed times. Open learning methods, by offering education and training at a "time, place and pace" to suit the learners' needs, in theory at least, transfer considerable control over the learning process from the provider to the learner. This approach is in line with research on adult learning styles, which emphasises that adult motiviation to learn is enhanced by the ability to contribute to the control of the learning programme.

A common feature of adult updating and retraining programmes which make use of information technology, is that the central relationship is between the learner and the learning materials (whatever form these materials may take). If another element is included, it is usually some type of tutorial support where the learner has access to someone who can assist them in working through the materials.

It would be extremely interesting therefore to investigate the extent to which present uses of information technology in adult learning could lead to an individualisation of the learning process. How does this tendency relate to other research, described for example by Oyvind Skaard, which indicates that the optimum learning environment for adults is one in which learning takes place in a group context? Typical examples of such contexts could include a team in the work place, or people in a common situation such as the unemployed, or women seeking to re-enter the labour market.

2. FINANCING OF ADULT LEARNING

A dominant theme to emerge at the Hasselby conference, and reaffirmed at the Berkeley seminar, relates to the "blurring" of many traditional boundaries in the field of adult education and training- between education and training, between market driven and planned approaches to the education of adults, and between different providers of education. Institutions of further and higher education

have lost their traditional monopoly as employers, professional associations, the military, community associations, voluntary groups and a wide range of other agencies have entered the field. In the U.S., for example, it is now estimated that higher education provides little over one third of the organised learning opportunities for adults.

Whereas in the not too distant past it may have been relatively easy to distinguish the different providers according to the degree of vocationalism of their programmes, it appears that there is increasing evidence of blurring of function here also, as higher education institutions become increasingly market orientated, and as some large scale employers become more interested in long-term investment in human capital. Pat Cross graphically illustrates this point by contrasting the philosophy of IBMs Systems Research Institute, "...to stimulate and challange, to teach the theoretical and the practical, to discuss and argue differing viewpoints, to broaden the individual focusing on his or her special skills", with that of a course descripton on Airlines Reservations from a college prospectus, which prepares students "...for airline employment opportunities through familiarization of the procedures involved in airline reseverations, the use of official airline guides, and airline route structures."

One key question which arises from this blurring of functions relates to the financing of adult learning. Traditionally, broad educational programmes have been regarded as the responsibility of the state, and hence should be financed from public funds. On the other hand, the costs of specificially work related programmes, which would result in higher productivity, have mainly been assigned to employers. In a situation where much of the offerings of educational institutions become more narrowly vocational, and those of some employers become more broadly educational, this traditional allocation of costs may need reappraisal. To put the question in a different way, in the context of increasing blurring of functions, who should pay for what?

3. PERFORMANCE INDICATORS FOR ADULT LEARNING

A major theme of the Berkeley seminar, particularily addressed by Kjell Rubenson, Kenneth Abrahamsson and Gerald Gilbert, related to the question of how to assess the effects of adult participation in education and training-both for society as a whole and for the individual. While attempts have been made to do this for youth education, little has been done in relation to the education of adults. How could performance be measured? Numbers of participants, costs, results?

It would be interesting if member states could identify the investment made by the state and employers in different forms of educational activity for adults- general, vocational, work based, civic etc.- and seek ways of assessing the outcomes in relation to some specific and overall objectives. One suggestion made at the seminar was to use social indicators as a way of measuring results. This could lead, for example, to an exploration of how far investment in adult education leads to a redistribution of economic, cultural, social, political, and health resources.

Another way of approaching this issue is to ask what are the effects for different groups of adults of participating in different types of learning activities? This would lead to a comparison of the outcomes of adult participation in, for example, employer sponsored work based training as opposed to participation as mature students in degree programmes, or community based non-formal education activities.

4. EQUAL OPPORTUNITIES

A number of contributors, in particular Bernard Clifford, made the point that one of the effects of the demographic trends would be to increase the educational and employment opportunities for women, those from lower socio-economic backgrounds and black people and members of other minority groups.

The performance indicator approach mentioned above would be particularily useful in assessing the role of adult involvment in education and training in the promotion of equal opportunities. It is interesting to look at the example of women. Amongst OECD member states, women constitute the majority of participants in non-credit, non-vocational adult education activities. How does this pattern of involvment effect women's opportunities in the labour market? While the level of participation of women in the labour force varies betwen countries, there are a number of common trends. Firstly, the proportion of women in the labour force is increasing and is likely to continue to increase. Secondly, a large proportion of the new jobs being created are part-time and "women's" jobs in the dual labour market (namely low skill, low paid, low security). In the U.K., as I pointed out in my paper at Berkeley, although women constitute about 42 per cent of the labour force, they are estimated to make up only one in seven of those sponsored by employers to undertake training.

It would be interesting to compare the levels of employers' awareness of demographic trends between different countries, and assess the impact which this awareness appears to be having on their recruitment and training policies.

5. INCREASING LINKS BETWEEN EDUCATION AND INDUSTRY

Probably the dominant theme of the seminar centered around the increasing links between education and the world of work. The factors leading to these links were common to all countries present- employers' increasing need to update and retrain their labourforce, interest from both employers and education in technology transfer, the need for education to become more market orientated in the light of demographic trends and financial difficulties.

Many contributors provided illustrations of collaborative ventures between education and industry. One interesting issue raised related to staff development for those educationalists who now find themselves fulfilling a number of new tasks including marketing, teaching adults in the work place, designing programmes in collaboration with employers, moving towards the identification of competencies rather than knowledge.

Another interesting issue raised by Norton Grubb in relation to commissioned education concerned equal opportunities. As it is usually the employer who selects the staff who will undertake training it is likely that any patterns of discrimination which exist in the work place will be reinforced rather than diminished by the training exercise. Certainly a recent survey conducted in the U.K. implies that skill shortages have not yet hit employers sufficiently for them to overcome their prejudice against recruiting older graduates (AGCAS, 1988).

6. FUNCTIONAL LITERACY AND NUMERACY

A number of the U.S. contributors referred to problem of functional literacy and numeracy amongst the adult population. Gerald Gilbert, for example, pointed out that in the State of California, it was estimated that about 4.8 million adults were illiterate for practical purposes of employment. Some other contributors felt this estimate was probably on the low side, which highlights the problem of how functional illiteracy is actually measured. What levels of literacy and numeracy are actually needed to obtain employment? What role do employers play in identifying necessary literacy levels? How do employers in different member states liase with trade unions, educational institutions and voluntary agencies to combat the problem?

Two other issues emerge as important topics for further investigation. Firstly, an exploration of cultural differences in the perceptions of literacy and numeracy problems between different member states. This could

include, for example, an analysis of how such issues are portrayed in the media. Secondly, an exploration of the capacity of adults to learn mathematics. For a variety of reasons, mathematics seem to present women especially with learning difficulties. This is a matter of particular concern at a time when most member states have introduced programmes which seek to encourage women into skill shortage areas such as engineering and computing. What are the barriers to women learning maths? What are the levels of maths which are necessary for different types of occupations? To what extent are maths tests employed as basic screening devises by employers and educational institutions, without regard to the level of maths actually required for particular tasks?

A final issue on the capacity of adults to learn in general, and to learn maths in particular, relates to the question of older workers. As demographic trends will necessitate the ongoing retraining and updating of the existing adult workforce, how will older workers cope with new mathematical skills and knowledge?

7. THE "PRIVATE LIFE" OF THE CLASSROOM

While the actual proportions of adults who are engaged in education and training activites varies between member states, it would appear that in all countries this proportion is increasing. In certain cases the situation has been reached where the mature student is the norm. However, it was stressed at the Hasselby seminar, and reaffirmed a year later at the Berkeley seminar, that very little is known about what actually goes on between the tutor and the learner in the actual learning situation (whether the learning situation is, for example, a classroom in an educational institution, a study circle, or a work based environment).

The basic principles of andragogy stress the importance of building on the adult learners' experiences, involving them in the design of the curriculum, assessment methods etc.. It would be extremely interesting to contrast the actual experiences of adults in different learning situations. For example, it is evident that many countries are seeking strategies for the admission of adults to higher education on the basis of criteria other than traditional school leaving qualifications. To take the U.K. as an illustrative case of a selective higher education system. Only about 15 per cent of school leavers achieve the "A" Levels necessary to gain entry to higher education. In recent years over 500 Access Courses have been developed which are designed to prepare adults without "A" Levels for entry to higher education.

This raises the interesting question of the extent to which academic staff, the majority of whom have gone through a traditional socialisation into their profession, adapt their teaching styles and curriculum to cater for the needs of these new types of students? What is the effect on adult students who are admitted to higher education on the basis of learning from work and life experience, of being taught a traditional curriculum in a traditional manner?

A related issue which is frequently aired but not adequatetly investigated, concerns the best organisational structure for the provision of education and training for adults. Essentially this comes down to the question of integrated versus separate provision. Are adults best served by agencies which are specially designed to meet their needs, with specially trained staff etc.? Or is the best strategy one which seeks to adapt the existing institutions in such a way that they can be made more receptive to adult learners? The establishment of the Open University in the U.K. is a good example of the former approach. While this institution had great success in widening opportunities for adults, its establishment could also be interpreted as letting conventional universities "off the hook" allowing them ignore demands for greater access. The Swedish reform of higher education which sought to introduce an integrated system of recurrent education, is an example of an approach which sought to alter existing institutions. While this approach had the advantage of preventing the ghettoisation of adult students, it now appears that there may be something of a "backlash" against them.

Another aspect of the "private life" of the classroom is the relationship between the learners themselves. To take the case of the relationship between adult learners and younger students? Do adults learn better in an adult only environment? What are the benefits and disadvantages to young students of learning alongside adults with a wider range of life and work experiences? Similar questions could be asked about particular groups of adult students. For example, most countries have provision which is targeted at women only, or at the unemployed, or at members of particular ethnic minority groups. What are the effects of this type of separate provision? How do students who have benefited from such provision succeed when they move into more conventional work or study situations?

8. RELATIONSHIP BETWEEN LIBERAL ADULT EDUCATION AND RETRAINING

It is evident that the main reason why the theme of adult learning is achieving a high profile is because of the compelling economic and demographic arguments for ongoing updating and retraining of the labour force. A new

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professional group of continuing educators is emerging, and there is significant investment by governments in retraining activities for the unemployed and for updating of the existing workforce. This can lead to a tension between those agencies which have a long tradition of providing liberal or civic educational activities for adults, and those involved in the provision of vocationally orientated training.

This was an issue which I touched upon in my presentation at the seminar. The U.K. presents an example of a state which is cutting back on core funding for mainstream and liberal education programmes, while making pump-priming funding available for the development of vocationally orientated programmes. It is thereby shaping the nature of adult education provision through the extensive use of highly targeted funding.

It would be interesting to explore how different countries solve the link between those agencies with a tradition of liberal education, and those with a primary responsibility for vocational updating. Is there a necessary separation between the two? What is the overall effect in terms of the learning opportunities available for adults? Are they increasing in quantity but decreasing in range?

NEW SWEDEN '88
ADULT EDUCATION CONFERENCE

CONFERENCE THEME

Changing Contexts of Adult Education and Learning Through the Life-Span: Comparing Sweden and the United States of America

Sponsored by:
Coalition of Adult Education Organizations (CAEO)
and
Swedish Embassy to the United States of America
Swedish Institute
Swedish National Board of Education

October 27–28, 1988

Dupont Plaza Hotel, Washington, D.C.

Memorandum to the 41st President of the United States

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

From the Commission on National Challenges in Higher Education

INTRODUCTION

We write as 33 individuals committed to American higher education to convey our sense of urgency about the great challenges facing the United States, and to offer our assistance as you prepare to take up the responsibilities of your office. Our message is not the private statement of the particular interests of higher education. It is the public expression of our conviction that, in its efforts to shape the next decade and century, your Administration must draw on our colleges and universities if the nation is to succeed.

Five challenges will preoccupy the American people during your Administration and into the next century:

- preserving peace and security in an increasingly interdependent world;
- revitalizing the economy;
- expanding educational opportunity;
- meeting essential human needs and improving the quality of life; and
- restoring respect for fundamental values and ethical behavior.

In this document we describe how the 3,400 colleges and universities in the United States can help the nation meet these challenges. But if the resources of these institutions are to be brought fully into play, a new spirit of partnership between the federal government and higher education must be forged. For we are, in Woodrow Wilson's phrase, "engaged in a common enterprise."

The partnership between colleges and universities and government, although recently strained by cuts in federal funds and disagreements on policy, has had an outstanding record over four decades. The partnership, since the Second World War, opened the doors of opportunity for millions of veterans and other needy students. It built the finest scientific enterprise in history. It provided new perspectives about other countries and cultures.

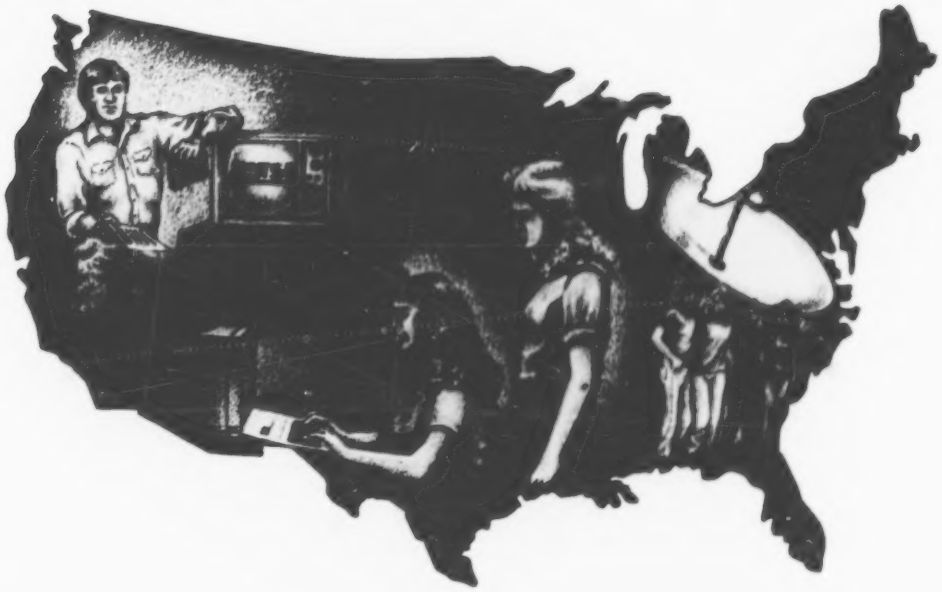
The partnership equipped women to participate as equals in our national life. It improved the skills of the work force by expanding the public community college system. It developed a network of colleges and universities that made the American system of higher education the envy of the world.

As the country prepares to enter a new decade and a new century, there must be a renaissance of the partnership of higher education and government, a partnership reinforced by the private sector. Your leadership in renewing this partnership is essential. Our greatest presidents have made clear that America's progress would falter unless our people were sustained by the spirit of critical inquiry and a fully engaged community of learning. Our colleges and universities have always responded to such leadership. They can do so again during your Administration.

In this memorandum, we present an agenda for you and for higher education that will draw forth the best our institutions can offer the nation. We urge you to adopt it. For our part, we pledge to become advocates of this agenda—with our colleagues and with the American people.

ARTS & SCIENCES TELECONFERENCING SERVICE

LEARNING BY SATELLITE



A NATIONAL NETWORK PROVIDING "EQUAL ACCESS" TO RURAL HIGH SCHOOLS.

OKLAHOMA STATE UNIVERSITY

Arts & Sciences Teleconferencing Service

HOW THE ASTS PROGRAM BEGAN IN OKLAHOMA

In 1984, rural educators and the Oklahoma State University administration and faculty recognized that rural schools often could not offer foreign languages and upper level math and science courses due to personnel, financial, and geographic restrictions. OSU's College of Arts and Sciences, the Oklahoma State Department of Education, the Oklahoma Legislature, and rural superintendents across the state worked together to develop the Arts and Sciences Teleconferencing Service (ASTS). The first course, German I by Satellite, was broadcast in the fall of 1985.

During the 1987-88 academic year, ASTS served 170 schools across 14 states.

INTERACTION

Interaction is essential to the success of ASTS courses. Students may A) call the professor during the live satellite-broadcast classes, b) contact the professor or his staff via a toll-free number, or c) use the ASTS electronic mail system.

It is extremely important that the local coordinator (teacher in the classroom) stress interaction with the ASTS professors and staff.

WHAT IS "ADVANCED PLACEMENT"?

Advanced Placement (AP) is a program of college-level courses and exams, for high school students, whose standards are set by the College Board. Most colleges and universities give college credit and/or advanced placement to students whose AP Examination grades are considered acceptable.

Because AP courses focus on college-level material, they are challenging and often take more time, require more work, and go into greater depth, compared to other high school courses.

SELECTING A SATELLITE DISH

First, select a local dealer to give you assistance. This dealer should be someone that guarantees the installation and will respond immediately if fierce weather should damage your equipment.

Second, understand the basics about satellite equipment. Currently there are two types of satellite signals: C-band and Ku-band. ASTS courses are broadcast over a C-band satellite. When selecting your satellite receive dish, you have three options:

1. Select a dish that receives a C-band signal.
2. Select a dish that receives a C-band signal and can be upgraded to also receive a Ku-band signal.
3. Select a dish that receives both a C-band and Ku-band signal.

To maximize the opportunities to use your satellite dish, we recommend the third option.

FUTURE COURSES

In the 1989-90 academic year, ASTS will add AP Chemistry By Satellite and possibly Russian By Satellite, AP American Government/ American History By Satellite, Economics By Satellite, Spanish By Satellite (for elementary grade students), and Engineering Computer Programming Via Satellite.

COSTS

The 1988-89 ASTS subscription fee is $1750 per course, per year, up to ten students, for Oklahoma schools. All other schools pay $2000 per course, per year, up to ten students. Classes exceeding ten students pay $50 per student for every student over ten.

National Technological University
P.O. Box 700, 601 S. Howes St.
Fort Collins, CO 80522
303-484-0668 (FAX)
303-484-6050

EXECUTIVE SUMMARY

The National Technological University (NTU), is a private, non-profit institution founded to serve the advanced educational needs of today's busy, highly mobile engineers, scientists and technical managers. NTU is governed by a Board of Trustees dominated by industrial executives. On a nationwide basis, NTU offers a wide range of instructional television courses taught by the top faculty of 24 of the nation's leading engineering universities. NTU's functions are to:

- **award accredited master's degrees in selected disciplines;**
- **provide research seminars in each discipline;**
- **operate an instructional television network (ITV) via satellite for convenient, flexible, on-site service nationwide;**
- **offer Professional Development Programs in the form of non-credit short courses and workshops to introduce new advanced technology concepts to a broad range of technical professionals; and**
- **establish a sophisticated satellite network infrastructure between industry and the university community.**

NTU began regular satellite delivery of advanced technical education in August, 1985. During the last year of satellite networking, NTU offered more than 7,000 hours of academic credit instruction and over 1,000 hours of state-of-the-art Professional Development Programs.

The network operates on G-STAR 1 with a modern Ku-band transponder to provide two channels of video throughout the day and evening. The signal is received by subscribers through small (generally 4.0 meters or less), downlinks located near the professionals viewing the broadcasts.

A coordinated, national delivery system for advanced education of engineers and scientists is clearly in the nation's best economic and defense interests. Top faculty are in very short supply. Modern telecommunications provides a delivery system to launch the cooperative effort by NTU universities. Each participating university that delivers courses will ultimately have an earth station or uplink; currently, twenty universities are operating uplinks.

NTU's academic programs are as follows:

Master's of Science in:

COMPUTER ENGINEERING
COMPUTER SCIENCE
ELECTRICAL ENGINEERING
ENGINEERING MANAGEMENT
MANUFACTURING SYSTEMS ENGINEERING

-Continued on reverse-

Arizona State University
Boston University
Colorado State University
Georgia Institute of Technology
Illinois Institute of Technology
Iowa State University
Michigan Technological University
North Carolina State University
Northeastern University
Oklahoma State University
Purdue University
Southern Methodist University
University of Alaska
University of Arizona
University of Florida
University of Idaho
University of Kentucky
University of Maryland
University of Massachusetts
University of Minnesota
University of Missouri-Rolla
University of South Carolina
University of Washington
University of Wisconsin-Madison

The *1987-88 NTU Bulletin* lists 455 courses from the participating universities in the above curriculums. Undergraduate bridging courses for non-majors wishing to enter the M.S. Programs in Computer Engineering and Computer Science are also available.

National Technological University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Direct phone lines from the receiving sites to the campus classroom provide for faculty-student interaction. This interaction is supplemented by electronic mail, computer teleconferencing and telephone office hours. Enrollees report that the courses are challenging and applicable to their work environment. They also report that the instruction is provided by above average teachers; the students are overwhelmingly interested in taking additional NTU courses.

Over 30,000 technical professionals participated in NTU's Professional Development Programs during 1987-88. They enjoyed being able to watch leading experts from academia and industry at their job sites. NTU will broadcast over 1,400 hours of non-credit courses in the next year.

Corporations currently receiving the NTU programs include: Alcoa, *AT&T, The BDM Corporation, BELLCORE, Boeing Aerospace Company, CTS Corporation, *Digital Equipment Corporation, *Eastman Kodak, *E.I. du Pont de Nemours & Co., *Electronic Data Systems, General Dynamics, *General Electric Company, *General Instrument, *GTE Spacenet Corporation, *Hewlett-Packard Company, *Honeywell, Inc., *IBM Corporation, *Intel Corporation, 3M Company, *Mitre Corporation, Magnavox Company, *Motorola, Inc., Naval Research Laboratory, *NCR Corporation, Pacific Telesis Group, Polaroid Corporation, Rockwell International, Sandia National Laboratories, *Southern New Jersey Technology Consortium, *Tektronix, Inc., Texas Instruments, Traveler's Insurance Companies, *U.S. Government Agency, Whirlpool Corporation, Xerox Corporation.

NTU makes a substantial contribution to the country by addressing the pressing national problem of the quality, size and up-to-date training of our engineering and scientific workforce. Electrical and computer engineers are in short supply today; manufacturing systems engineering has a significant shortage projected through the decade. Therefore, keeping the existing workforce current becomes even more urgent to ensure an adequate supply of competent engineers and scientists. NTU hopes to reduce this shortage by becoming one of the top producers of M.S. degrees within the decade.

For additional information on NTU, please call (303) 484-6050 or 484-0565.

***Corporate-wide subscriber**

U.S. Business Needs to Prepare Now For a $4 Trillion Dollar Market

European Integration 1992: Implications for American Business

A Major Trade Videoconference Via Satellite December 8, 1988

Presented by CITD
Center For International Trade Development

Featuring:

Honorable C. William Verity, Secretary of Commerce, U.S. Department of Commerce

Sir Roy Denman, Head of Delegation, Commission of the European Communities

Honorable Alfred H. Kingon, U. S. Representative to the European Communities

Peter Hale, Director of Western Europe For International Trade Administration

U.S. business should become aware of the opportunities and risks these changes will create in the European marketplace

For Information Call: Anne Labow

National University Teleconference Network

NUTN-332 Student Union, Oklahoma State University
Stillwater, Oklahoma 74078-0653 (405)744-5191
FAX 405–377–2094

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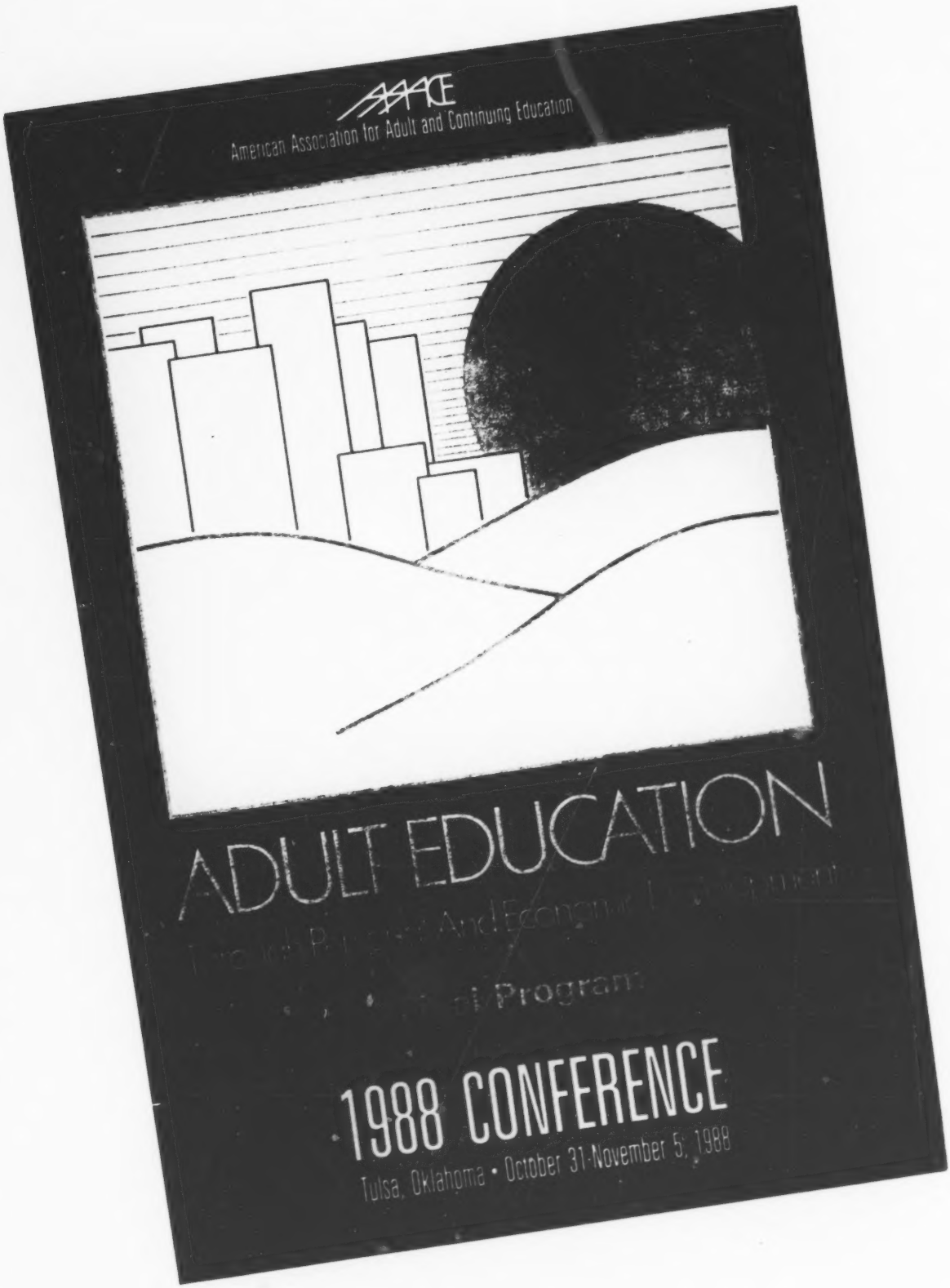

AAACE
American Association for Adult and Continuing Education
ADULT EDUCATION
1988 CONFERENCE
Tulsa, Oklahoma • October 31-November 5, 1988

Title: "All These Years": Projecting the Needs of Adult Learners in the 21st Century in the U.S., Canada, and Sweden
Presenters:
Kenneth Abrahamsson, *Swedish National Board of Education, Stockholm, Sweden*
Paul J. Ilsley, *Northern Illinois University, DeKalb, IL*
Roger Boshier, *University of British Columbia*
Time: 4:30-5:30 p.m.
Location: Woodward Room Ground Floor, Doubletree Hotel
Sponsor: Research

This seminar analyzes, describes, and discusses the needs of adult learners in the beginning of the next century. The starting point is three "national case studies" raising important problems and development strategies. The national profile focuses on the general theme of the AAACE conference (employment and training) and builds on a demographic and labor market-related projection. The following questions are a point of departure:

a) To what extent can we project the needs of the year 2010?
b) What kind of remedial strategies are necessary in order not to increase the educational gaps in our societies?
c) How can we best respond to the needs of new knowledge horizons and new technology?

Title: Adult Studies on the Workplace: Who Pays and Who Benefits?
Presenter:
Kenneth Abrahamsson, *Swedish National Board of Education, Stockholm, Sweden*
Time: 2:00-3:00 p.m.
Location: Woodward Room Ground Floor, Doubletree Hotel
Sponsor: College and University

The purpose of this seminar is to describe, analyze, and evaluate strategies of study finance at the workplace. Some examples of corporate classrooms in the USA are presented as well as Swedish experiences of study finance for work-related studies.

Title: Remedial Strategies: Access and Quality—A Comparison Between the USA, Canada, and Sweden
Presenters:
Robert Hoghielm, *Stockholm Institute of Education, Stockholm, Sweden*
Allan Quigley, *Penn State Regional Center for Continuing Education, Monroeville, PA*
Thomas Valentine, *Syracuse University, Syracuse, NY*
Time: 2:00-3:00 p.m.
Location: Woodward Room Ground Floor, Doubletree Hotel
Sponsor: AAACE

The purpose of this seminar is to describe, analyze, and evaluate remedial strategies in the USA, Canada, and Sweden with special reference to the assessment of study skills and subject knowledge. The GED-test and its counterparts in Canada and Sweden are a point of departure. Four issues are raised:

a) How are neglected learners identified and motivated?
b) How can their "educational starting points" be identified by difference assessment procedures, e.g., GED or other tests?
c) Which definition of educational quality can be used for alternative routes?
d) What policies of remedial strategies ought to be developed in the future?

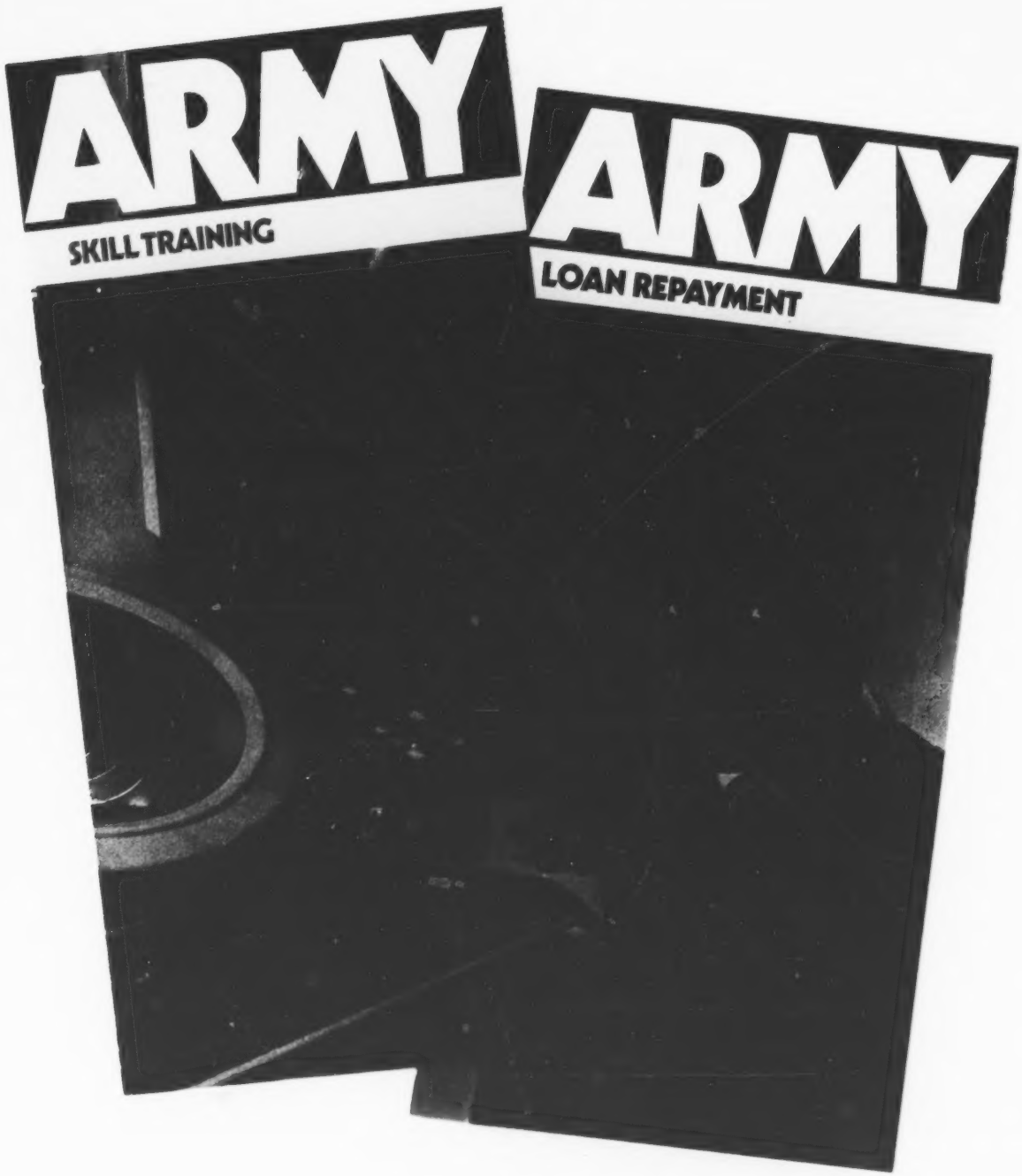
Title: Adult Education, Equality, and Industrial Programs
Presenters:
Yvonne K. Rappaport, *University of Virginia, Falls Church, VA*
Erland Ringborg
Kenneth Abrahamsson
Swedish National Board of Education, Stockholm, Sweden
Christina Engfeldt, *The Swedish Institute, Stockholm, Sweden*
Time: 3:45-4:45 p.m.
Location: Windsor Room Ground Floor, Doubletree Hotel
Sponsor: International Adult Education

A panel of Swedish educators show Sweden as the modern and progressive nation it is—with a high rate of industrial and social progress. The themes of "equality and efficiency" and "labor market policies" are stressed, with specific attention given to adult education as a tool in the development of contemporary Sweden.

Title: Who Cares About Adult Students In Higher Education? Ideals and Realities in the USA and Sweden
Presenters:
Kenneth Abrahamsson, *Swedish National Board of Education, Stockholm, Sweden*
Per Eklund, *Umea University, Umea, Sweden*
Time: 9:00-10:00 a.m.
Location: Woodward Room Ground Floor, Doubletree Hotel
Sponsor: AAACE

The student populations of all our institutions of higher learning have undergone a tremendous change during the last two decades. In some cases, the conventional young students coming directly from schools at upper secondary levels form a minority. That is the situation in Sweden, where the government over the last decade has tried to increase the options for young students. In other countries, such as the USA, Canada and U.K., we have met the phenomenon of an increased mix of adult and young students in higher education. The purpose of this sessions is to:

a) draw some conclusions from a number of case studies of adults in higher education initiated and sponsored by CERI at the OECD;
b) provide illustrations of new innovations and challenges of adults in higher education by comparing Sweden and the USA; and
c) point out the role of future adult and higher education in the transformation of the industrial societies to a more knowledge oriented and competence-intensive societal infra-structure.


ARMY
SKILL TRAINING
ARMY
LOAN REPAYMENT

AN INVESTMENT IN THE FUTURE.

When you enlist in the Army before going to college, you can accumulate up to $25,200 for your education. And while that money is growing, you'll be growing, too.

You could find yourself scaling a mountain one day, rappelling from a helicopter the next. Or you could choose to learn a challenging skill in fields like computers or signal intelligence.

Whatever your specialty, you'll be getting into top physical shape, and find that you're also developing more confidence and proficiency. Doing things you never thought you could do.

In the Army, you'll travel, meet different people, make new friends. You'll also learn a lot about yourself and have time to think about the future. And when it's time for college, your investment will have paid off in more ways than one.

MONEY FOR COLLEGE.

If you qualify for the G.I. Bill Plus The Army College Fund, you can accumulate up to $25,200 for college with a four-year enlistment.

Here's how it works. You contribute just $100 a month for 12 months, through payroll deductions, for a total of $1,200. Then the government contributes up to $9,600 from the G.I. Bill, and an additional $14,400 from the Army College Fund. That all adds up to $25,200 for college after the Army.

With a three-year enlistment, you can earn up to $22,800 for your education, or up to $17,000 with just two years of service.

That kind of money could go a long way toward making you financially independent while you're in college.

EXPERIENCE FOR LIFE.

In the Army, while you're earning money for college, you'll be learning more about yourself. You'll be on your own, maybe for the first time. Learning self-reliance, the value of teamwork, and pride. You'll learn to face a challenge and overcome it. Growing stronger with each new experience.

It's the kind of training that will help you handle the demands of college and the challenges of life.

An Army enlistment of two, three or four years. Money for college. Experience for life.

For more information, call toll free 1-800-USA-ARMY. Or stop in to see your local Army Recruiter.

THE G.I. BILL PLUS THE ARMY COLLEGE FUND.

1638-1988

NEW SWEDEN

350th Anniversary
of the New Sweden Colony in
North America

NEW SWEDEN '88 SEMINARS

9.25

SWEDISH/CANADIAN ADULT EDUCATION SEMINAR

MONDAY, NOVEMBER 7TH

8.30-16.00

UBC GRADUATE CENTRE

SWEDEN AS A STUDY CIRCLE DEMO
ROOTS AND CURRENT DEVELOPMENTS
Peter Engberg, Association
Swedish Federation of Adult

NON-FORMAL NETWORKS OF ADULT LEARN
THE CASE OF BRITISH COLUMBIA
Gordon Selman, Professor
University of British Columbia

Coffee break

ADULT EDUCATION IN THE WORKPLACE:
SWEDISH AND CANADIAN EXPERIENCES

LITERACY POLICIES AND THE TECHNOLOGICAL
TRANSFORMATION OF SOCIETY
Richard Darville & Elaine Bernard
University of British Columbia
Simon Fraser University
Comments by:
Kenneth Abrahamsson
Swedish National Board of Education
Fred Fleisher, Producer
Swedish Educational Broadcasting Company

Lunch

COMPUTER READINESS FOR WORKING WOMEN:
A SWEDISH CASE STUDY
Ilanna Westberg, Research Fellow
Swedish Centre for Working Life

GOODBYE TO MR. TAYLOR: TOWARDS A MORE INTEGRATED
VIEW OF LIFE AND WORK COMPETENCE
Ann-Karin Backlund, Research Assistant
School of Education, Malmo

Coffee

GOOD MORNING ALL SELF-DIRECTED LEARNERS!
Roger Boshier, Professor
University of British Columbia

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CANADIAN ASSOCIATION FOR ADULT EDUCATION

- a **consumers' association** for learners in Canada

- **promotes** innovations in adult education and citizenship
- **examines** public policies and institutional practice
- **links** concerned individuals and groups throughout Canada and in the world community

Priorities:

- adult literacy
- environmental citizenship
- culture and communications -- broadcasting
- learning and the world of work
- local economic develoment
- peace adult education
- women and learning
- international links -- esp. Sino/Canadian Cooperation

New Sweden in Canada

What do we have in common?

- the Chinese love us
- middle powers
- between giants
- on the edge of huge economic markets
  [Nordic countries = Canada = 25M]
- strong desire to maintain our independence
- linguistic cultural defence
- immigrant receiving countries [15% post war]
- similar economies [auto, forest, mining, high tech]
- we compete with each other head on in international markets
- relatively high share of our GNP's from foreign trade [35%]

Declaration on Citizenship and Adult Learning

The Canadian Association for Adult Education's motto for its 50th Anniversary celebration was Jean Jaures' statement: "Take from the altar of the past the fire, not the ashes". In this spirit, the CAAE organized seven national conferences during 1985 to focus on public policy issues confronting adult learners in Canada and the world community. At each of these events, the text of a Draft Declaration on Citizenship and Adult Learning was discussed. The Draft was also circulated widely throughout the adult education movement and the voluntary sector for comment and critique.

This Declaration, approved by the Association's Board of Directors, is the product of this process. The CAAE presents it to the Canadian community as a statement of belief and commitment, and as a guide to the Association's future policies and actions.

This Declaration is printed in the form of 'camera-ready' artwork. You are invited to share this Declaration with friends and colleagues and to reproduce it in your publications.

The CAAE calls upon all those who believe in the power of learning as an agent for individual and community improvement to endorse this Declaration and to join with us in our efforts to promote a "learning society — led by learning adults".

Anne Ironside, President
Canadian Association for
Adult Education

Fifty years ago the Canadian Association for Adult Education declared that the adult education movement is based on the belief that people have, within themselves and their communities, the spiritual and intellectual resources adequate to the solution of their problems.

This conviction is even more timely today. Throughout the world, gaps are widening between advantaged and disadvantaged, educated and under-educated, rich and poor. Rapid change, chronic unemployment, ecological disaster and global warfare threaten. Social justice and human liberation — indeed survival — are far from assured.

Canada can become a community in which all may learn to play more effective roles as citizens, workers, parents, learners, and consumers. Canada can become a community where all have access to the information they need to make informed decisions, and where all have the opportunity to participate in learning throughout their lives. Canada can become a community in which literacy, in its fullest sense, is a universal right and condition. Canada can become a community where full participation is a reality for all, including those whose access to these rights has been denied, be they women, native people, poor, unemployed, seniors, immigrants, or people with disabilities.

Canadians can shape their cultural, economic, political and social destiny.

To realize this vision, adult education must become a Canadian priority. Public and voluntary adult education initiatives must be valued and encouraged because they are the spark and incentive for lifelong learning. In both its formal and informal manifestations, adult education requires and deserves the support of citizens, institutions and governments.

As members of communities and of broader social movements, adult educators must join with, and learn from, all those Canadians who seek full citizenship, personal growth, and social betterment. Canadian adult educators must strengthen their historic role of working within communities to create environmentally sound, sustainable local economic development. By fostering co-operative working and learning relationships, adult educators can assist Canadians to prepare more effectively for the future.

Adult education is a worldwide movement for personal and social transformation. The Canadian Association for Adult Education is a partner in this movement to build a humane, just and democratic society — a learning society led by learning adults.

CANADIAN ASSOCIATION FOR ADULT EDUCATION
Corbett House, 29 Prince Arthur Ave., Toronto, Ontario M5R 1B2

Learning Turns Your Life On

A FOREIGN POWER HAS CONTROL OF MICHELLE'S MIND

725 HOURS A YEAR

Michelle is 10 years old. And like most Canadian kids her age, she watches a lot of television. 900 hours a year, all told. And of that, almost 80% is American.

80%, imagine that. For almost as many hours as she spends in school, *Michelle* is exposed to a foreign culture, to someone else's values, to another country's views of what's right and what's wrong.

She learns about life in Miami or New York or L.A.

She absorbs the pictures, the scenes and viewpoints of another people.

Is that right? Is that what we really want for our children?

All American television isn't bad. But for heaven's sake, what about our country? Our dreams? What about life in Canada?

If you ever wonder why some people are so passionately involved in the struggle for a truly Canadian broadcasting system, consider the impressionable mind of a 10-year-old.

We shouldn't have to buy time on American television to reach it.

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This report is about Simon Fraser University's mandate to provide access to educational excellence. The results are measured in human terms, in the daily lives of those we serve — our students and graduates.

Lifelong Learning: An Accessible Goal

The concept of lifelong learning is a reality at Simon Fraser University, for in our classrooms and laboratories can be found people of all ages and lifestyles.

The typical student, just out of high school or transferring from community college, represents, of course, a major part of our student population. At the same time, men and women with careers return increasingly to upgrade their professional qualifications, to prepare for career changes, or simply to pursue their own interests.

Mid-career executives tackle Simon Fraser University's demanding master of business administration program through evening study. During the summer, professional actors and voice teachers benefit from the national voice workshop offered by our centre for the arts. Women expand their career options through the foundation program for women in management. Still others return to our university to pursue degree opportunities missed at an earlier age.

The pleasure and challenge of learning attracts many senior citizens to Simon Fraser University for credit and non-credit courses. And the pure fun of learning brings elementary and secondary school students to our summer institutes in computing and in the arts.

The modern university is no longer the preserve of 18 to 25-year-olds. Lifelong learning has become the norm. That is why access to learning opportunities of the highest calibre is so important.

ON SIMON FRASER UNIVERSITY:

"Simon Fraser University was my first great success in life. It offered me a real-life experience ... it taught me the way I would have to deal with the public when I graduated from university. Specifically, I learned that from the tutorial system, where I was able to speak out and express my views. The minute that happens, you get feedback from other people and you learn human lessons and it shakes up your attitudes.

"Simon Fraser University has a small enough environment that the experience of being a student there becomes a dynamic lesson in human behaviour. It gave me the foundation and the confidence to move into the marketplace."

ON SIMON FRASER UNIVERSITY DISTANCE EDUCATION:

"I've found the university very helpful all through my program, but especially when I was living at the lighthouse. For instance, there were Knowledge Network programs that tied in with some of my courses, but I couldn't pick them up on the television. Tutor-markers spent a lot of time with me to make that up.

"The library provided an incredible service. I would phone them up at the beginning of each term and tell them what papers I was hoping to write. They would find whatever they could in those subject areas and send them up to me. The books and papers would arrive by helicopter once a month along with the rest of my mail and supplies. That service was crucial for me because I didn't have any access to other materials.

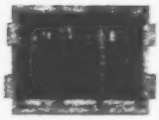
"It's a great treat to have distance education ... something you can really involve yourself in.

ON SIMON FRASER UNIVERSITY:

"Simon Fraser University has really been a part of my entire adult life. I wanted to take my university education while doing other things that were important to me ... jobs, travel, family. I was able to structure my courses around these other goals and responsibilities and I feel that my life has been enriched by my continuing education.

"I liked the smallness of the university ... there was a friendly atmosphere between the students and the professors. During my master's degree, I worked on research projects and as a tutor/marker for distance education courses. These jobs helped pay for my education and were good for my resume."

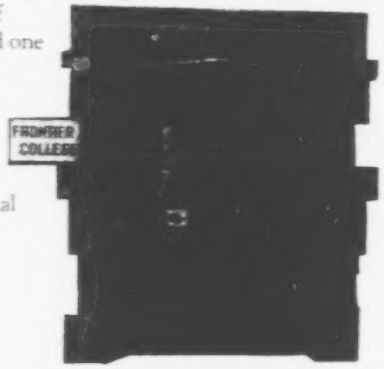
History of Frontier College



For over eighty years, Frontier College has provided educational opportunities for Canadians whose needs have not been met by existing systems. In the late 1800's, this involved sending tutors to the students in Canada's hinterland. Thousands of immigrants were given a second chance in their new country through Frontier College tutors, including such notable individuals as Dr. Norman Bethune, Rev. Muchmore, Ambassador Roy McMurtry and more recently, Premiers David Peterson of Ontario and Joe Ghiz of Prince Edward Island.

By 1919 over 600 volunteer instructors had been trained by Frontier College and had served in almost every province and territory in Canada. In 1922, the College was chartered by an Act of Parliament, and until 1932, when the College shifted its focus to basic adult education, degrees could be obtained from Frontier College. At the same time, Alfred Fitzpatrick, in collaboration with his life-long friend and mentor, Principal Grant of Queen's University, established one of the world's first programs of correspondence education.

In the early years, labourer-teachers went to geographic frontiers to meet the educational needs of working people.



Today, literacy tutors also challenge the urban frontier, still adhering to the principles of the College founders.

Frontier College continues to maintain its mandate and high principles in new and varied areas. Our programs continue to reach people who have traditionally been missed by the educational process. Frontier has done pioneering work in Prison Literacy, programs for the physically and mentally handicapped, and peer-tutoring programs for street kids and Native people from coast to coast. And, we are continuing our fine tradition by developing literacy programs for people in the work place who are at risk of being victims of current changes in industrial technology. The challenge taken up by our founder, Alfred Fitzpatrick, in the last century continues today. In 1977, Frontier College was awarded the UNESCO Literacy Prize for meritorious work in the field of adult education. And while we are proud of our tradition, we are vitally concerned with today's literacy crisis, and are constantly working to ensure the educational rights of all Canadians.

"WHENEVER AND WHEREVER PEOPLE SHALL MEET, THERE SHOULD BE THE TIME, PLACE AND MEANS OF THEIR EDUCATION."

— A. Fitzpatrick

The Literacy Crisis

No one doubts that illiteracy is a serious problem in Canada today. Many are surprised, however, at the overwhelming numbers involved. Illiteracy affects some 22 per cent of Canadian-born adults – more than one in five. Canadians, particularly children and young people, are not reading and writing at the very time when literacy requirements are increasing dramatically in response to technical change and computer technology.

The findings of the intensive Southam Literacy Survey, conducted in 1987, painted a bleak picture. Their findings include the following:

- 8% of Canada's adult population is basically illiterate
- 16% is functionally illiterate
- An additional 9% is only marginally illiterate
- Illiteracy in either of Canada's official languages is higher among immigrants (35%) than native-born Canadians (22%)
- Illiteracy is higher among men than women
- People who are illiterate earn two-thirds of the income of people who are literate
- People who are illiterate are less active in their leisure time, and watch 24% more television than people who are literate
- One out of six working Canadians is illiterate
- Canadians aged 21 to 25 perform at a lower level than Americans in the same age group
- The researchers estimate they did not reach at least 500,000 more adults who are illiterate among unsurveyed groups, including people in prison, transients, people with a mental handicap, Native people on reserves, people living north of the 60th parallel and all immigrants unable to speak either of Canada's official languages

In addition to the findings of the Southam report, The Canadian Business Task Force on Literacy announced in the Woods Gordon survey that the cost of illiteracy to Canadian society may be as high as $10.7 billion per year.

Awareness is emerging. The seriousness of the literacy crisis is finally being recognized. Frontier College Programs make a difference.

Beat The Street

Beat the Street is a peer-tutoring program designed to meet street kids where they live, and to help them acquire the education and skills they require to get off the street and participate more fully in the world around them. The program was designed and has been maintained by former street people. Beat the Street's teaching philosophy follows Frontier College's SCIL approach, and draws on the talents and experience of street people to teach their own.

Beat the Street tutors are given a comprehensive training in the SCIL method. While students and tutors meet in a variety of locations, their progress is closely monitored by staff members. Beat the Street staff also maintains a learning centre where students and tutors can work together on lessons ranging from basic literacy to hands-on experience with computers.

Hundreds of students have benefited from Beat the Street since its inception in Toronto in 1985. Many of these students have now enrolled in correspondence courses. Some have returned to school. And a good number of them have moved from the streets into more stable housing and working conditions. With the support of the Canada Employment and Immigration Commission, Beat the Street is now operating in Winnipeg and Regina, as well as Toronto. The focus of the new Programs is on Native youth.

Beat the Street has attracted considerable media attention. In part, this is because Beat the Street gives the street kids it serves the chance to take the first step towards getting off the street and living a life of dignity and productivity.

With literacy as a focus, the people being served help each other in a peer-tutoring relationship to overcome the hardships and uncertainties of life on the streets. It is a practical demonstration of Frontier College's broad definition of literacy: "to be able to participate fully in the rights and privileges of society."

You are invited to an evening on the future of adult education...

The New Learning Mission: Adult and Higher Education Towards the Year 2010

The Contribution of Future Studies to Adult Education

Speaker: Thomas Fürth, Research Director
Swedish Institute of Future Studies

Panel: Kenneth Abrahamsson,
Swedish National Board of Education

Frances Shamley, London
Council for Adult Education

Allen Tough, Adult Education, OISE

Chair: David Grimes, President, OACE

Thursday, November 10, 8:00 p.m.
Ryerson Polytechnical Institute, Third Floor Lounge, 350 Victoria Street, Toronto

Co-sponsored by the Department of Adult Education, OISE the Canadian Association for Adult Education and the Ontario Association for Continuing Education

THE TRAVELING SEMINAR
themes and cities

The Swedish delegation of 30 senior experts of adult education will be chaired by Mr Erland Ringborg, Director General of the Swedish National Board of Education. The group comprises policy makers at the national level, representatives from trade unions and employers, researchers and practitioners from different fields of adult education. The general theme ADULT EDUCATION, EQUALITY AND INDUSTRIAL PROGRESS has been divided into four different subtopics. The first subtopic focuses on the study circle and popular adult education. The second concerns strategies to reach neglected learners in adult education. The third theme treats issues on educational responses to new technology at the work place. Finally, special attention will be paid to the new relations between adult and higher education with particular reference to corporate classrooms.

23 September	The Role of Adult Education in an Open Society - educational values in Sweden and the USA	Stockholm, Sweden Contact: Kenneth Abrahamsson 01146-87832474
20-21 October	Democracy in Action: Lifelong Learning and Citizenship in Sweden and the United States	Minneapolis, Minnesota National Issues Forum/American-Swedish Institute Contact: Ross Corson 612-224-4801
23 October	Visit to the Clearwater Pumpkin Sail	Clearwater/ movement Beacon, New York Contact: Anthony Henry Smith 914-838-1409
24 October	Study Circles in Workers Education-Roots and future	City University of New York, N.Y.C. Contact: Henry Wasser Barbara Heller 212-575-1493
25-26 October	Empowering Youth for the Future: Study Circles and Collaborative Learning in the Schools	Albany, N.Y. The Study Circle Consortium Contact: Norman Kurland 518-459-9065

24-25 October	The Workplace as a Classroom - Union Schools, Cooperative Education and Corporate Classrooms	U.A.W; Detroit, Michigan Contact: Arthur D Shy 313-926-5474 Jim Varty 313-445-7000
24-25 October	Illuminating the Learning Society - Structure and Content	Center for Studies in Higher Education University of California, Berkeley Contact: Janet Ruyle 415-642-0573
25 October	Lessons from Sweden: Ideas, Methods and Staff Development in Basic Adult Education	School of Education Boston University Boston, Mass. Contact: Ruth Nickse 617-353-4667
26 October	Meeting the Educational Needs on the Work Place	CAEL Philadelphia Contact: Amy Hamershock 215-790-9010 Morris Keeton 301-997-3535
27-28 October	The Role of the American Council on Education in U.S. Education Policy	American Council on Education (ACE) Washington, D.C
	Adult Education and Learning in a Lifespan Development Perspective: Comparing Sweden and the United States	Coalition of American Adult Education Organizations, CAEO Washington, D.C. Contact: David Stewart 202-939-9475
31 October	Educational Broadcasting as Tool of Learning - Visit to the Stillwater Telecommunication Center	Stillwater Telecommunication Center, Stillwater OK Contact: Huey Long 405-325-2769

1 November	Policies for Research or Research on Policies. A seminar on the Role of Adult Education Research in Sweden and the US	Commission of Professors of Adult Education, American Association for Adult and Continuing Education (AAACE) Tulsa, OK Contact: Ronald M Cervero 404-542-2214
	Where to Start? Initiating and Evaluating Development Strategies in Adult Education	The Kellogg Projects in Oklahoma, Montana, Georgia, Syracusa; in Tulsa, OK Contact: Huey Long 405-325-2769
2-5 November	The Swedish Delegation will participate in the 1988 Annual Conference of the American Association for Adult and Continuing Education - AAACE in Tulsa, OK on Adult Education - through Personal and Economic Development and contribute to the following sessions * All These Years' - Projecting the Needs of Adult Learners in the 21st Century in US, Canada and Sweden; * Remedial Strategies: Access and Quality - A Comparison between the USA, Canada * Adult Studies at the Work Place - Who Pays and Who Benefits? Experiences from Sweden and the USA; * Adult Education, Equality and Industrial Programs - Ideas in the Swedish Traveling Seminar of Adult Educators * Who Cares About Adult Students in Higher Education? Ideals and Realities in the USA and Sweden;	Contact: Constance Lawry/ Robert Nolan 405-744-6254

7-8 November	New Networks of Adult Education - Comparing Sweden and Canada	Adult Education Research Centre U.B.C/Vancouver P.A.C.E Contact: Kjell Rubenson 604-228-4406
8-9 November	The Train(ing) of Adult Educators	Vancouver-Banff Contact: Kjell Rubenson 604-228-4406 Ian Morrison 416-964-0559
9 November	Adult Education and Environmental Protection	Banff Centre of Continuing Education Contact: Ian Morrison 416-964-0559
10-11 November	The Future Mission of Adult Education	Canadian Association for Adult Ed./OISE and the Ontario Association for Continuing Education Toronto Contact: Ian Morrison 416-964-0559
Next year	Reunion in Sweden? An open issue!	Swedish National Board of Education, Stockholm Contact: Kenneth Abrahamsson 01146-87832474

*

1638-1988

NEW SWEDEN

A TRANSATLANTIC DIALOGUE ON ADULT LEARNING

The Swedish adult educators going to the USA and Canada during October-November 1988

Mr. Erland Ringborg
Head of delegation and
Director General
Swedish National Board of Education
Stockholm

Dr. Kenneth Abrahamsson (+ C)
Program coordinator and
Research secretary
Swedish National Board of Education
Stockholm

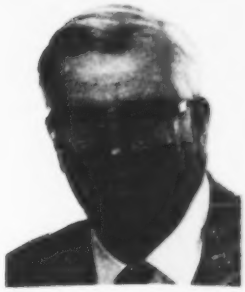
In alphabetic order:

Dr. Torsten Björkman
Industrial consultant and
research fellow, CASTOR,
Stockholm

Mr. Henry Blid
Tutor at Brunnsvik's folk high school
Ludvika

Mrs. Ann-Katrin Bäcklund (+ C)
Research assistant
Malmö School of Education
Malmö

Mr. Bo Carlsson
Ombudsman, Swedish Trade Union
Confederation
Stockholm



Professor Urban Dahllöf
Department of Education
University of Uppsala

Mrs. Eva-Maria Danvind
Ombudsman, Swedish Confederation of
Professional Employees, Stockholm

Mr. Per Eklund
Head of department of educational
technology, University of Umeå

Mr. Peter Engberg, Associate Secretary-
General, National Swedish Federation of
Adult Education (+ C)

Dr. Olle Findahl (C only)
Research fellow
Swedish Broadcasting Corporation
Stockholm

Dr. Fred Fleisher, Producer
Swedish Educational Broadcasting
Corporation
Stockholm

Associate Professor Anders Fransson
Department of Education
University of Gothenburg

Mr. Anders Franzén
Head of division of adult education
Swedish National Board of Education

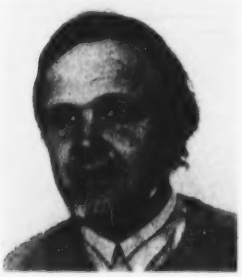
Dr. Thomas Fürth (C only)
Research Director
Swedish Institute for Future Studies
Stockholm

Mr. Björn Grünewald
Senior Vice-President
Swedish Employers Confederation
Stockholm

Mrs. Gabriella Hansson
Head of section, Swedish National
Board of Student Aid, Sundsvall

Mr. Lars Hansson
Executive Director of Swedish
Educational Broadcasting Corporation
Stockholm

Professor emeritus Torsten Husén
University of Stockholm



Dr. Robert Höghielm (+ C)
Research fellow, The Stockholm
Institute of Education, Stockholm

Dr. Karin Lundqvist
Research fellow, CASTOR
STOCKHOLM

Mr. Jan-Erik Perneman
Lecturer and research fellow
The Nordic Folk Academy
Kungälv

Mr. Leif Pettersson
Ombudsman, Swedish Trade Union
Confederation, Stockholm

Professor Kjell Rubenson (+ C)
Department of Education
University of Linköping // U.B.C

Mr. Sven Salin (+ C)
Ombudsman, The Swedish Confederation
of Professional Associations

Mr. Per Silenstam
Assistant Director General
Swedish Labor Market Board, Stockholm

Mr. Hans Stjerne
Senior Vice President
The Swedish Management Group

Mrs. Anette Svensson (+ C)
Director of Center for Adult Educators
Linköping

Dr. Per-Olof Thång
Research fellow
Department of Education
University of Gothenburg

Mrs. Hanna Westberg (+ C)
Research fellow and head of the unit
of Evaluative Research
Swedish Center for Working Life

[+ C = Canada also; C only = only Canada; the rest = only the USA]

To understand a seemingly similiar phenomenon - such as adult education and learning - in another political and cultural context is not an easy task. Comparative missions need time for exploration, discussion of values, confrontation of practicies and last but not least time for penetration and reflection on the observations made. The New Sweden ´88 Adult Education Exchange was not just a joint of conferenceproject between adult educators in Sweden, the U.S and Canada. Its aim was not only to stimulate a continuous dialogue between adult educators in our countries. It can also be regarded as a cultural expedition trying to see how adult education, values and society are linked together in different settings.

This report, written by Dr. Kenneth Abrahamsson, Research Secretary at the Swedish National Board of Education, is not a complete and final report of the exchange. Rather it is a collection of ideas, reflections and images from the NS ´88 Adult education project. The only conclusion so far is that no modern or even post-modern technology of communication can replace the need for a human dialogue, international friendship or just walks and talks together on the everyday life and learning of citizens in our different countries.

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Reports —
Planning, Follow-up, Evaluation

Swedish National
Board of Education